DOCUMENT RESUME

ED 382 753 UD 030 437

TITLE	A Statewide Evaluation of Florida's College Reach-Out Program. Annual Report: 1992-93 Cohort. Report and Recommendations.
INSTITUTION	Florida State Postsecondary Education Commission, Tallahassee.
PUB DATE	Dec 94
NOTE	79p.; For the 1991-92 cohort, see ED 375 740. Some tables have very small print.
PUB TYPE	Reports - Evaluative/Feasibility (142)
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	Academic Achievement; Career Counseling; College Bound Students; College School Cooperation; *Disadvantaged Youth; Economically Disadvantaged; Educational Opportunities; Elementary Secondary Education; Enrichment Activities; Higher Education; Minority Groups; *Outreach Programs; Program Evaluation; State Legislation; *State Programs
IDENTIFIERS	*College Outreach Program FL; *Florida

ABSTRACT

This report presents an evaluation of Florida's College Reach-Out Program (CROP) and data on the 1992-93 cohort of institutions and students that the program serves. CROP is a state-wide program designed to increase the number of students successfully completing postsecondary education by providing academic enrichment opportunities and career counseling to students in grades 6 through 12. The program served 5,146 students in the school year, 84 percent of whom were black. Five percent were Hispanic American, two percent were Asian, and one percent were Native American. CROP students graduated at a much higher rate than did students in the random comparison sample. They performed at higher levels for reading, mathematics, and science, but performed less well on the state's foreign language indicator. Among participants in the two graduating classes, 54 percent were found to be continuing their educations. Recommendations are made for program improvement. Twelve figures present study data. Four appendixes provide supplementary information, including nine tables of data and a list of pertinent state laws. (SLD)

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A STATEWIDE EVALUATION OF FLORIDA'S COLLEGE REACH-OUT PROGRAM

Annual Report: 1992-93 Cohort

CG004937

Report and Recommendations of the Florida Postsecondary Education Planning Commission

December 1994

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The Postsecondary Education Planning Commission, initially created by executive order in 1980 and subsequently given statutory authority (SS 240.145 and 240.147, Florida Statutes), serves as a citizen board to coordinate the efforts of postsecondary institutions and provide independent policy analyses and recommendations to the State Board of Education and the Legislature. The Commission is composed of 11 members of the general public and one full-time student registered at a postsecondary education institution in Florida. Members are appointed by the Governor with the approval of three members of the State Board of Education and subject to confirmation by the Senate.

The major responsibility of the Commission is preparing and updating every five years a master plan for postsecondary education. The enabling legislation provides that the Plan "shall include consideration of the promotion of quality, fundamental educational goals, programmatic access, needs for remedial education, regional and state economic development, international education programs, demographic patterns, student demand for programs, needs of particular subgroups of the population, implementation of innovative educational techniques and technology, and the requirements of the labor market. The capacity of existing programs, in both public and independent institutions, to respond to identified needs shall be evaluated and a plan shall be developed to respond efficiently to unmet needs."

Other responsibilities include recommending to the State Board of Education program contracts with independent institutions; advising the State Board regarding the need for and location of new programs, branch campuses and centers of public postsecondary education institutions; periodically reviewing the accountability processes and reports of the public and independent postsecondary sectors; reviewing public postsecondary education budget requests for compliance with the State Master Plan; and periodically conducting special studies, analyses, and evaluations related to specific postsecondary education issues and programs.

Further information about the Commission, its publications, meetings and other activities may be obtained from the Commission office, 231 Collins Building, Department of Education, Tallahassee, Florida, 32399-0400; telephone (904) 488-7894; FAX (904) 922-5388.

POSTSECONDARY EDUCATION PLANNING COMMISSION

A STATEWIDE EVALUATION OF FLORIDA'S COLLEGE REACH-OUT PROGRAM

ANNUAL REPORT: 1992-93 COHORT

Prepared in Response to
Chapter 94-246, Laws of Florida
and
Specific Appropriation 385
of the
1994 General Appropriations Act
Chapter 94-357, Laws of Florida

December, 1994

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EXECUTIVE SUMMARY

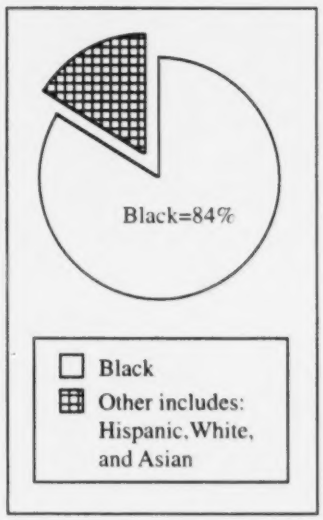
The College Reach-Out Program (CROP) is a statewide program designed to further the Legislature's intent of increasing the number of students successfully completing a postsecondary education. The primary objective of the Reach-Out Program is to strengthen the educational motivation and preparation of low-income or educationally disadvantaged students in grades 6 through 12 who desire, and who may benefit from, a postsecondary education (Section 240.61, Florida Statutes). The program recruits students and provides them with academic enrichment activities as well as career and personal counseling. Reach-Out is a competitive grant program with selection criteria that give preference to community college and university consortia, projects that secure matching grant funds and private resources, and projects that demonstrate interest in cultural diversity.

The Commission's first statewide evaluation of College Reach-Out was prepared in response to a request from the program's Advisory Council and submitted in December 1992. In the 1993 General Appropriations Act, the Commission was directed to continue evaluating the program; revisions to the program's statute in 1994 charge the Commission with responsibility for annually evaluating the effectiveness of the program.

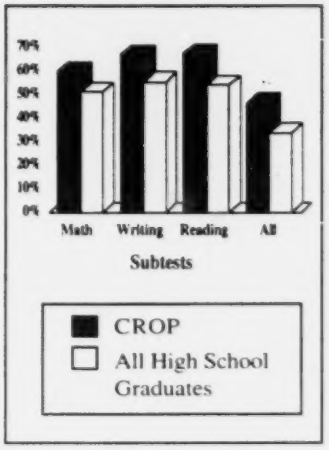
Summary of 1992-93 Cohort

- Thirty-two College Reach-Out projects representing nine state universities, 21 community colleges, one independent institution, and one special program served students in 44 counties.
- Among the 5,146 participants (unduplicated headcount), 84 percent were black, five percent were Hispanic, two percent were Asian, and one percent was Native American.
- 30.5 percent of participants (1,571) were black males.
- Sixth graders accounted for eight percent of participants—the smallest proportion among all grade levels.
- In every grade, newly recruited individuals (initial year in Reach-Out was 1992-93) outnumbered returning participants.
- Although the Legislature appropriated $1,697,455 for this program, expenditures totaled $3,524,752. Approximately 45 percent of expenditures came from institutional sources; another 10 percent were generated by external sources.

Black students accounted for 84% of College Reach-Out participants.



Among black students, Reach-Out graduates outperformed graduates from the sample on entry-level tests.



- Reach-Out participants were compared with a random sample of students in 6th through 12 grades during 1992-93. The two groups performed at similar levels on measures of grade point average, academic promotion, and suspension.

- Reach-Out participants graduated with standard diplomas at a much higher rate than students in the random sample.

- On indicators for reading, mathematics, and science, students in the random sample performed at higher levels than Reach-Out participants, but students in the sample performed less well on the foreign language indicator for meeting State University System admission requirements.

- Results of post-high school performance indicators on entry-level testing and enrollment in postsecondary education show that Reach-Out graduates who were black out-performed black students in the sample who had graduated. Higher percentages of the Reach-Out graduates than sample graduates passed reading, writing, and mathematics entry-level subtests and enrolled in colleges and universities.

- Among Reach-Out graduates in this cohort, 19 percent of Hispanics and 25 percent of blacks were found enrolled in the State University System during academic year 1993-94; another 28 percent of Hispanics and 19 percent of blacks were enrolled in the Community College System.

Special Cohort Analyses

The Commission established two special groups for on-going analysis purposes: the 1991-92 cohort will provide longitudinal information on one group of students while the three cohorts evaluated by the Commission (1990-91, 1991-92, 1992-93) are combined to report selected aggregate data. The quality of this effort is dependent in large part on the number and accuracy of social security numbers reported by the individual projects. Since social security numbers were not available for 100 percent of participants, the follow-up data reflect only a portion of total participants each year. Information collected this year concerning the **longitudinal cohort** indicates:

- Approximately half of the 1991-92 cohort re-enrolled in Reach-Out in 1992-93.

- Among participants in the two graduating classes, 57 percent of those with entry-level testing information passed all subtests and 70 percent passed at least one subtest.

- Blacks accounted for 80 percent of the participants for whom testing information was found.

- Among participants in the two graduating classes, 54 percent were found continuing their education.

- 35 percent of this subgroup were enrolled in the SUS and another 39 percent were in the Community College System.

- Blacks made up 87 percent of the graduates tracked; 52 percent were found continuing their education.

- Hispanics comprised 9 percent of the graduates tracked; 63 percent were found continuing their education.

Information on the **aggregated cohorts** reveals:

- Since 1990-91, Reach-Out has served 10,333 individual students in grades 6 through 12.

- The number served increased by 29 percent (1,152 participants) over the three-year period.

- The distribution of students among racial/ethnic groups was similar across the three cohorts: approximately 84 percent black, 8 percent white, 5 to 8 percent Hispanic, 1 percent Asian and 1 percent Native American.

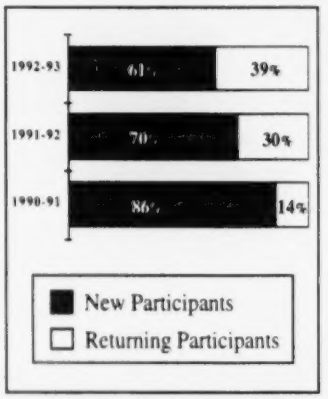
- The proportion of participants who were black males was approximately 30 percent for two consecutive years.

- The proportional distribution of participants across grade levels has fluctuated, but 10th, 11th, and 12th graders have comprised approximately half of all participants each year.

- Returning participants accounted for 14 percent of enrollment in the 1990-91 cohort and 39 percent in 1992-93.

- Considering sources of revenue, state dollars now account for a somewhat smaller proportion of all expenditures (44.6 percent in

Returning students were an increasing percentage of participants each year.



1992-93 compared with 45.4 percent in 1990-91) while the proportion generated by external sources more than doubled (10.4 percent in 1992-93 versus 3.8 percent in 1991-92).

Findings and Recommendations

College Reach-Out served two-thirds of Florida's counties.

The College Reach-Out Program continues to support academically disadvantaged and low-income students throughout the State with quality projects providing academic enrichment activities and career and personal counseling. Overall, the Reach-Out projects represent highly-coordinated efforts between community colleges and universities on one hand and local schools on the other. Well-integrated planning and implementation of programs between these secondary and postsecondary partners have resulted in significant benefits for thousands of students in grades 6 through 12 across Florida. Projects have invested the State's appropriation alongside their institutions' and their communities' resources, resulting in an enhanced state investment.

Major findings include:

* Program growth continues.
* Wide variation exists in institutional commitment.

Public middle and high schools were highly supportive of the College Reach-Out Program.

* Local evaluation efforts have improved.
* Summer residencies and continuous contact make a difference.
* Public schools are highly supportive.
* Commitment to serving middle school youth is improving.
* Program visibility and prestige in the community has increased.
* Projects' estimates of number of participants to serve often varies significantly from actual number served.
* Parental involvement is still sporadic.
* Success with math/science components continues.

The Commission makes the following recommendations:

1. ***To extend opportunities for students to benefit from the College Reach-Out Program, the Department of Education should increase efforts to engage independent institutions and all public institutions in consortium arrangements.***

2. ***The State University System, Community College System, and Division of Public Schools should coordinate with the College Reach-Out Advisory Council to develop strategies designed to encourage presidents and other campus leaders to strengthen their commitment to the College Reach-Out Program.***

3. ***The Advisory Council, with the assistance of the Office of Postsecondary Education Coordination, should explore ways of assisting local projects as they seek community support.***

4. ***Project coordinators should take advantage of the interest in community service on college campuses as a mechanism for increasing participation of college students in College Reach-Out activities.***

5. ***Projects need to constantly assess their ability to offer high quality, continuous contact to their participants.***

6. ***The Office of Postsecondary Education Coordination and the Postsecondary Education Planning Commission should develop a mechanism for collecting and disseminating evaluation techniques from the various projects and consortia as well as the results of these efforts.***

7. ***The Postsecondary Education Planning Commission should conduct a special examination of mathematics course-taking patterns of College Reach-Out participants and students from the general population to identify the causes of low participation rates in mathematics Level II and III courses.***

Conclusion

The Postsecondary Education Planning Commission's evaluation found commendable activities and very successful practices in all projects. Recommendations note areas where improvement is needed. In sum, the College Reach-Out Program directly serves its participants while also assisting the State to achieve a higher level of access to postsecondary education by the very citizens that most need to increase their participation rates in higher education.

College Reach-Out fostered access to postsecondary education.

As a result of the 1994 Legislative session, the College Reach-Out Program statute underwent significant revision. Some of the changes have the potential of impacting the trends observed during the three years the Commission has been evaluating the program. While it will take several years before trends develop concerning students recruited under the revised statute, the Commission believes the modifications important enough to alert policymakers to possible changes in program outcomes. While short-term results may not reflect significant gains, we anticipate that these changes will produce a stronger College Reach-Out Program in the future.

PART I: INTRODUCTION

The College Reach-Out Program (CROP) is a statewide program designed to further the Legislature's intent of increasing the number of students successfully completing a postsecondary education. The primary objective of the Reach-Out Program is to strengthen the educational motivation and preparation of low-income or educationally disadvantaged students in grades 6 through 12 who desire, and who may benefit from, a postsecondary education (Section 240.61, Florida Statutes). The program recruits students and provides them with academic enrichment activities as well as career and personal counseling. Reach-Out is a competitive grant program with selection criteria that give preference to community college and university consortia, projects that secure matching grant funds and private resources, and projects that demonstrate interest in cultural diversity. (See Appendix A for statute.)

Although the program was established and funded by the Legislature in 1983, little information had been required or maintained on participants or funded projects until 1990. In 1991, the Postsecondary Education Planning Commission was asked by the College Reach-Out state-level Advisory Committee to conduct a comprehensive evaluation of the program. The resulting report, ***A Statewide Evaluation of Florida's College Reach-Out Program***, was submitted to the Advisory Committee and sent to the State Board of Education, the Legislature, colleges, universities, school districts, and other members of the education community in December 1992. In the 1993 General Appropriations Act, the Commission was directed to continue evaluating the program.

Through legislation approved during the 1994 Legislative session, the Commission is now statutorily responsible for annually evaluating the effectiveness of the program. Although the College Reach-Out Program was to sunset in October 1994, the Legislature reauthorized the enabling statute and significantly revised the law in 1994. This evaluation of the 1992-93 cohort was conducted under the statute in effect during the cohort year. Thus, recent revisions were not applied to projects funded during the 1992-93 academic year.

The Commission acknowledges the assistance and support of several entities in the preparation of this report: the individual projects and their institutions, the Office of Postsecondary Education Coordination as program administrators, the Florida Education and Training Placement Information Program, the Division of Public Schools, the State Board of Community Colleges, the Board of Regents, and the State Board of Independent Colleges and Universities.

Report Methodology and Format

Several different types of data collection were utilized for the analysis and evaluation activities. Reporting procedures designed and implemented for the 1990-91 cohort and refined in subsequent years now produce more reliable and comprehensive data than available previously. Additionally, greater efforts from individual College Reach-Out project directors and their staff have resulted in increasingly more accurate and complete information on their participants. Follow-up and tracking activities for program evaluation rest on the accuracy of participants' social security numbers and Florida identification numbers. The proportion of students with valid social security numbers has increased annually, and the match rate has improved accordingly. For example, in the 1992-93 cohort, 77 percent of the participants were successfully matched against the Division of Public Schools data base; the match success rate ranged from a high of 97 percent to a low of 42 percent across the funded projects. Data matches to extract information were performed against databases in the Division of Public Schools, the State University System, the Community College System, and others through the Florida Education and Training Placement Information Program (FETPIP). Finally, campus site visits conducted during the projects' summer components provided supplemental information through interviews and observation.

This document is designed to serve two major audiences: state-level policy makers who generally prefer aggregate information on selected aspects of the program as well as program trends, and individual institutional project coordinators and their staffs who need more specific information. The report is arranged in four sections, each designed to present a different aspect of the College Reach-Out Program. Following this Introduction, which provides background information, the remaining three parts are:

Part II: Summary of 1992-93 Cohort - Focuses on participants from academic year 1992-93; presents demographic and funding information; compares this year's Reach-Out participants with a random sample of the general population of middle and high school students on selected indicators.

Part III: Special Cohort Analyses - Reports data on selected variables collected annually for a longitudinal review of the 1991-92 cohort; also provides cumulative data for College Reach-Out projects since 1990-91; describes selected participation and demographic

trends; reports on postsecondary enrollment and employment findings for three cohorts of participants.

Part IV: Conclusion - Summarizes the findings of this annual report; gives a progress report on selected recommendations from prior Reach-Out evaluations; provides recommendations.

Supporting data tables, statutory references, and a list of institutions and consortia arrangements for 1992-93 are located in appendices.

PART II: SUMMARY OF 1992-93 COHORT

Nine state universities, 21 public community colleges, one independent institution, and one special program shared an appropriation of $1,697,455 from the 1992 Legislature. Unlike previous years, the 1992-93 appropriation contained no line-item funded projects. A total of 5,146 participants (unduplicated headcount) were served across 44 counties in 1992-93 (Figure 1). Of these individuals, 76 percent were recruited by the community colleges, 23 percent were recruited by the state universities, and one percent was recruited by the independent institution and the special program. Selected demographic characteristics as well as funding and expenditures information summarized below are contained in Appendix C.

FIGURE 1
COUNTIES SERVED

College Reach-Out served two-thirds of Florida's counties.

Demographics

- Blacks accounted for 84 percent of participants; Hispanics were five percent; Asians were two percent; and Native Americans were one percent (Figure 2).
- Females outnumbered males by approximately 2 to 1.
- The 1,571 black males who participated constituted 30.5 percent of participants.
- Eight projects served Native Americans.

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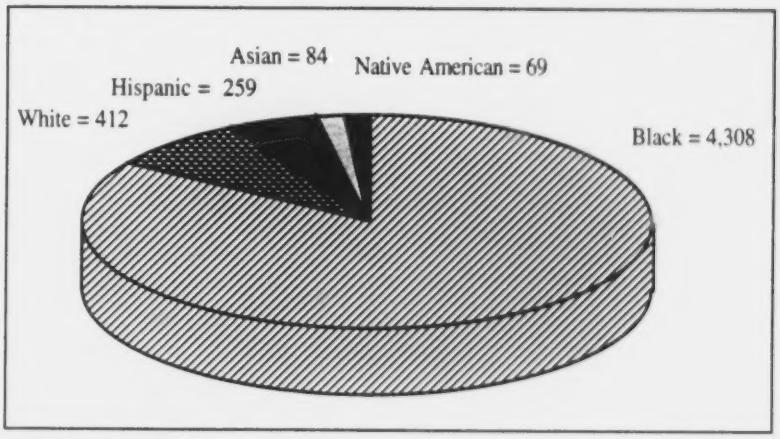
FIGURE 2
RACIAL/ETHNIC REPRESENTATION
1992-93 COHORT

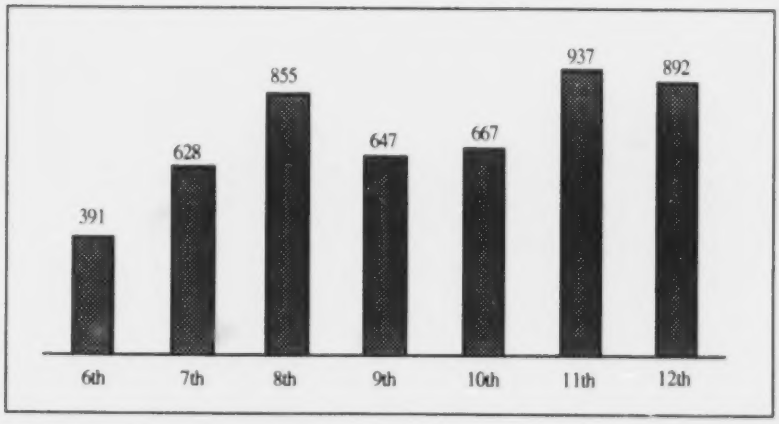


This program served blacks, Hispanics, whites, Asians, and Native Americans.

Note: Other = 11
Source: College Reach-Out annual reports, 1992-93.

- By grade level, there were almost equal proportions of 8th, 11th, and 12th graders (17 to 19 percent each). Sixth graders accounted for eight percent—the smallest proportion of participants (Figure 3).

FIGURE 3
GRADE LEVEL REPRESENTATION
1992-93 COHORT
(n = 5,020)



Note: 3 students were reported at other grade levels.
Source: College Reach-Out annual reports, 1992-93.

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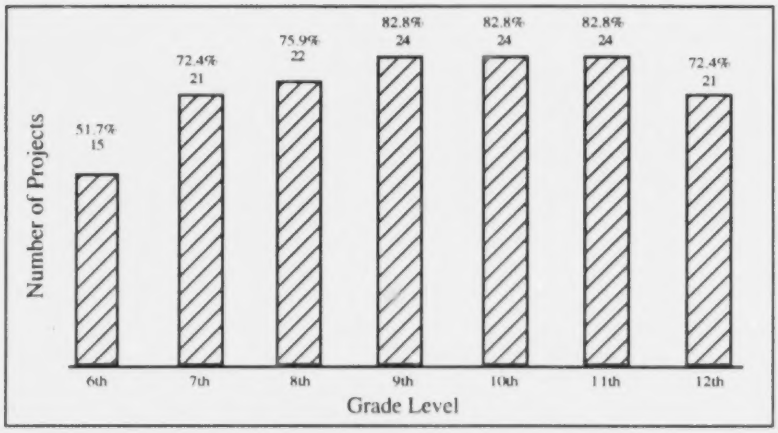
- Among the 29 projects that recruited students, most of them served grades 7 through 12. Only half of the projects served 6th graders (Figure 4).

FIGURE 4
PERCENT OF PROJECTS SERVING EACH GRADE LEVEL
(n = 29)

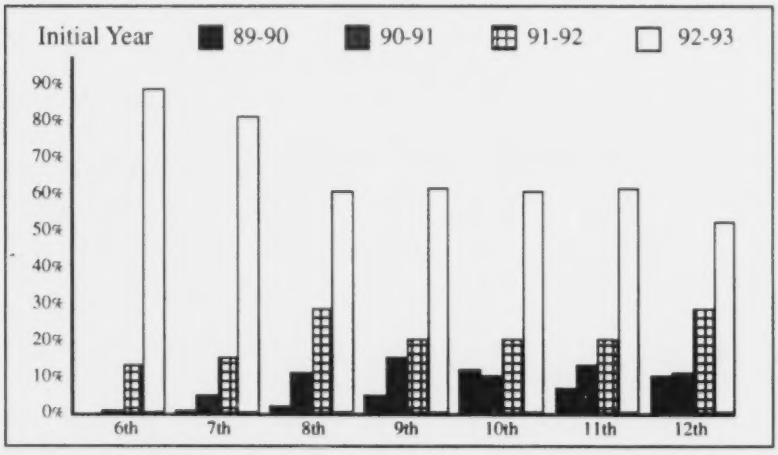


Source: College Reach-Out annual reports, 1992 - 93.

- Within grade levels, the mix of new and returning participants varied, but newly recruited individuals (initial year in Reach-Out was 1992-93) outnumbered returning participants in each grade (Figure 5).

FIGURE 5
NEW AND RETURNING PARTICIPANTS BY GRADE LEVEL AND INITIAL YEAR OF ENTRY

New participants outnumbered returning students in each grade level.



Source: College Reach-Out annual reports, 1992-93.

- Community college projects recruited three-fourths of all participants in 1992-93.

- University projects recruited primarily high school students; only five percent of participants in university projects were in middle school.

- Slightly over half of participants in community college projects were in middle school.

Funding and Expenditures

- Of the $1,697,455 appropriated to Reach-Out in 1992-93, state universities, community colleges, and the private institution combined received 95.4 percent.

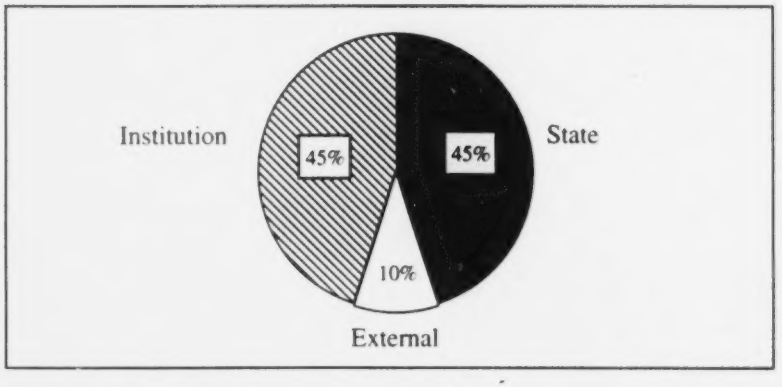
- The Florida Indian Youth project received 1.7 percent of the appropriation; program evaluation and dissemination accounted for the remaining 2.9 percent.

- Expenditures totaled $3,524,752 for nine consortia and two individual projects.

- Among the 32 projects, 56 percent returned a total of $74,423 in unexpended funds. This amount represents 4.5 percent of the total ($1,647,455) allocated to the projects.

- 44.6 percent of the projects' expenditures came from the State appropriation (Figure 6).

FIGURE 6
EXPENDITURE SOURCES
1992-93 COHORT



Nearly half the total dollars expended by College Reach-Out projects came from external sources.

Source: College Reach-Out annual reports, 1992-93.

- Approximately half the projects reported institutional expenditures that matched or exceeded their state allocation.

- Expenditures from institutional sources (funds or in-kind services) accounted for 45 percent of the dollars expended. The major portion of expenditures from institutional sources related to personnel; other expenditures in this category were supplies, telephone, travel/transportation, printing, and instructional materials.

- Selection criteria for grant awards give preference to projects that secure external funding; 13 of the 32 projects reported external funding dollars.

- 10.4 percent of total expenditures for the program statewide came from external funds.

- Approximately two-thirds of all externally-funded expenditures were from cash gifts.

- The remaining one-third represent an estimated value for in-kind contributions, including donations for such services as personnel (e.g., salaries, speakers' honoraria), physical facilities (e.g., classrooms, meeting rooms), programming (e.g., field trips, workshops, seminars), food, and transportation.

- Of total dollars expended, the proportion that came from external support ranged from zero to 79 percent across the projects.

- Based on the approximately $1.6 million spent from the State appropriation on the 5,143 participants, the average cost per student was $320.

Comparative Analysis: College Reach-Out Program and Random Sample

To compare the performance of Reach-Out participants with students in the public school population, a random sample of 6th through 12th graders during academic year 1992-93 was selected from the Division of Public Schools' data base. The random sample is designed to reflect selected demographic characteristics of the general school population of Florida rather than characteristics of the pool of College Reach-Out participants. Thus, in the random sample, blacks represent 23 percent of the group compared with 84 percent in the

Reach-Out group. Data on selected variables were compiled (see Table 4) and results indicate:

- The average annual grade point average (GPA) of Reach-Out participants in grades 9-12 (2.01) was slightly higher than that of the random sample (1.98).

- Equal proportions of the Reach-Out and comparison groups (94%) received academic promotions.

- Approximately equal percentages (20-23 percent) of students in each group were suspended at least once.

- A much higher percentage of Reach-Out 12th graders received a standard diploma (92.7 percent) than did 12th graders in the random sample (78.3 percent).

- 36 percent of Reach-Out students scored in the upper two quartiles of the reading subtest on the Grade Ten Achievement Test (GTAT) compared with 47 percent of 10th graders throughout Florida.

- On the mathematics subtest, 46 percent of Reach-Out students scored in the upper two quartiles of GTAT compared with 52 percent of 10th graders in general.

- Course-taking patterns among 12th graders show that a smaller percentage of Reach-Out participants than students in the random sample (2.5 percent versus 3.3 percent) took at least three mathematics courses at Levels II or III—those required for entry to the State University System (Figure 7).

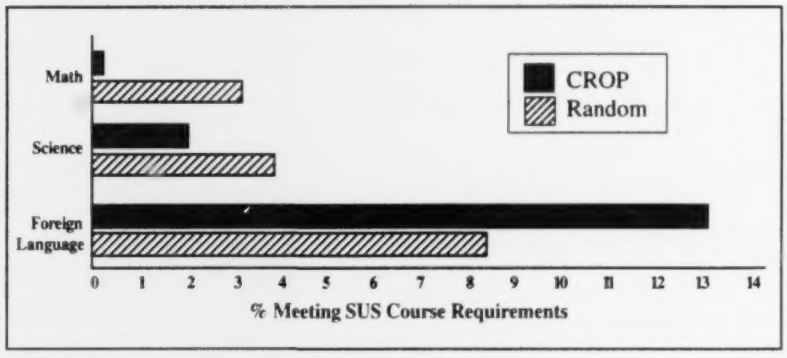
- A smaller proportion of Reach-Out students also took at least three science courses at Levels II or III (Figure 7).

- 13.2 percent of Reach-Out participants and 8.5 percent of students in the random sample had taken at least one course in the second year of a foreign language.

The intent of the Reach-Out Program is to motivate and prepare academically disadvantaged students to enter and complete a education; thus, data were collected on indicators related to postsecondary education (Tables 4, 5, and 6) for 12th graders and recent graduates. Analyses of these variables revealed:

FIGURE 7
COMPARISON OF 1992 - 93 CROP AND RANDOM 12TH GRADERS WHO COMPLETED COURSES IN SELECTED SUBJECTS REQUIRED FOR SUS ADMISSION

Low percentages of Reach-Out students and students from the sample completed recommended courses for college admission.

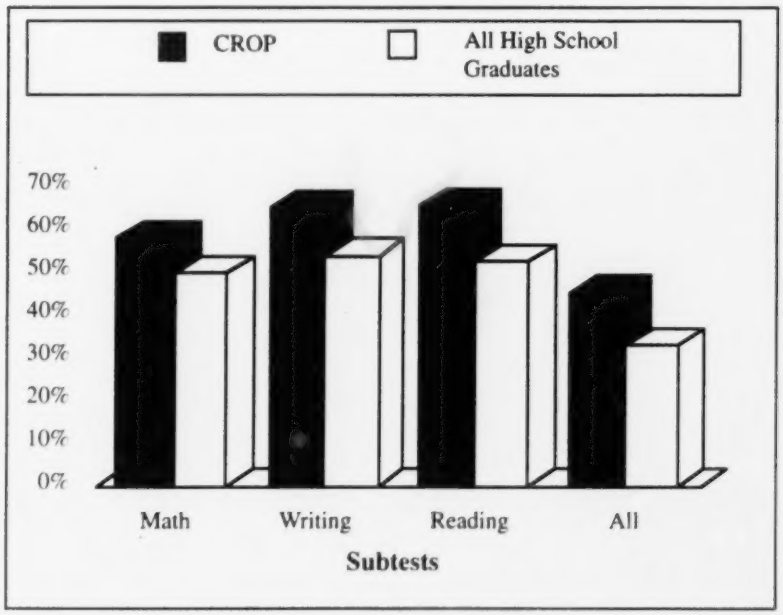


Notes: The Division of Public Schools identifies each math and science course as Level I (basic), II (average), or III (higher level) based on course content. The high school course requirements for SUS admission include completion of at least 3 math level II-III courses, 3 science level II-III courses, and 2 courses in the same foreign language.

Source: Division of Public Schools.

- Very small percentages of students in the random sample and in Reach-Out had completed mathematics, science, or foreign language admission requirements for the State University System.
- Of the 892 twelfth graders, 321 (40 percent) were matched with enrollment databases in the State University System or the Community College System.
- Among these matches, 302 Reach-Out graduates were identified with entry-level placement test scores.
- Blacks represented 85 percent of these test takers—a proportion slightly higher than their representation in the statewide program.
- Blacks who participated in Reach-Out performed better on all readiness subtests than all high school graduates who were black (Figure 8).

FIGURE 8
BLACK STUDENTS' PASS RATES ON ENTRY-LEVEL TESTS
1992-93 COHORT



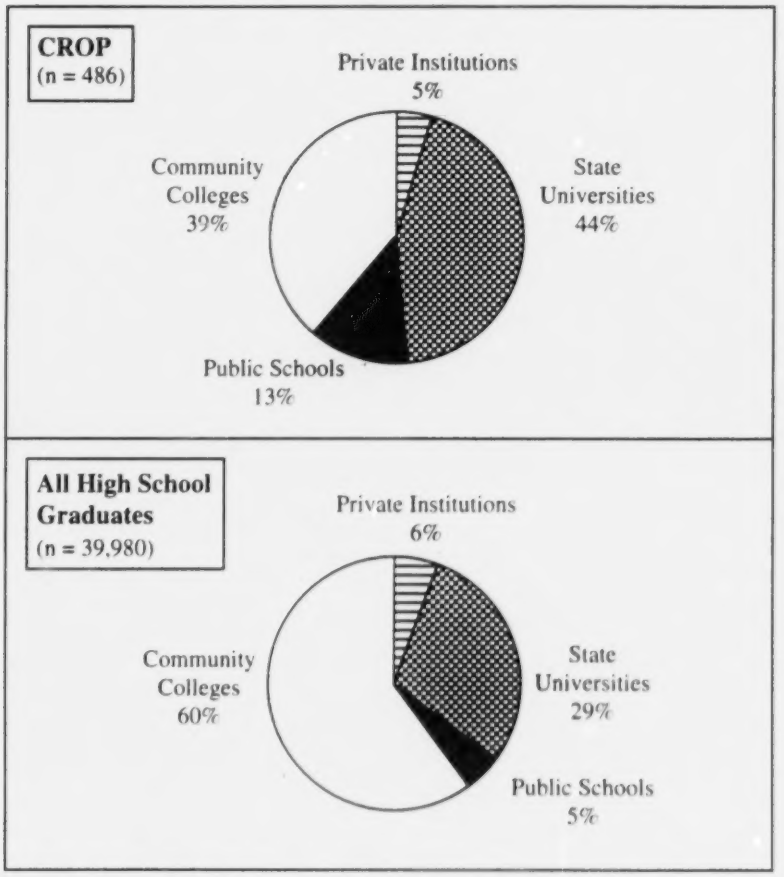
Among black students, Reach-Out graduates out-performed graduates in the random sample on entry-level tests.

Source: Office of Postsecondary Education Coordination, State University System, and Community College System.

- Overall, however, smaller percentages of Reach-Out participants than all high school graduates were ready in each subtest.
- The College Reach-Out subgroups of whites, Hispanics, Asians, and Native Americans contained small numbers of participants.
- Follow-up data on employment and continuing education reveal that 55 percent of Reach-Out high school graduates were enrolled in higher education compared to 48 percent of 1992-93 recent high school graduates statewide.
- Approximately one-fourth of Reach-Out graduates and recent high school graduates were found employed and continuing education.

- A larger proportion of Reach-Out graduates than high school graduates statewide who continued their education enrolled in state universities—44 percent of Reach-Out graduates were found in the SUS compared with 29 percent of high school graduates (Figure 9).

FIGURE 9
CONTINUING EDUCATION OF 1992 - 93 GRADUATES



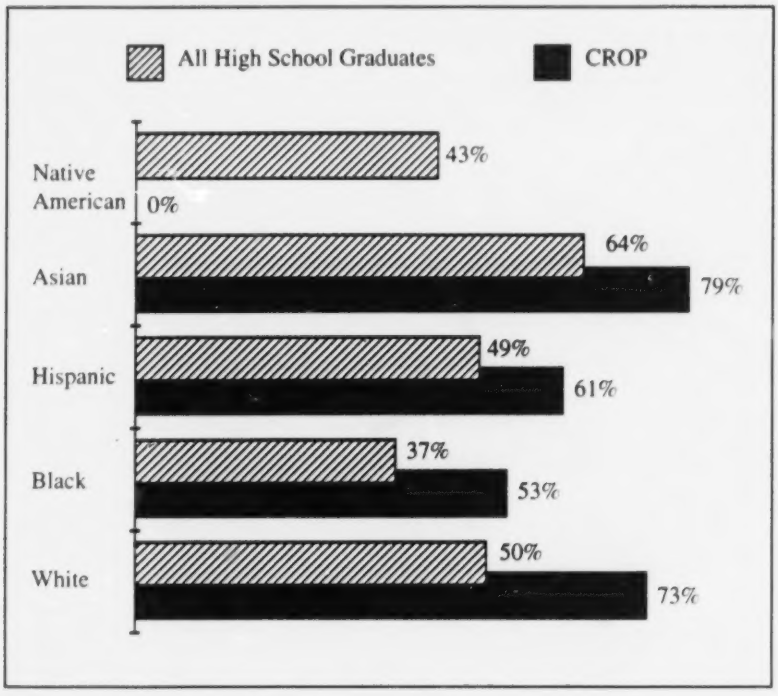
Reach-Out graduates tended to enroll in public postsecondary institutions at a higher rate than all graduates.

Source: Florida Education and Training Placement Information Program, 1994.

- A smaller proportion of Reach-Out graduates than high school graduates statewide who continued their education enrolled in the Community College System—39 percent of Reach-Out graduates who continued their education were found compared with 60 percent of the general population of high school graduates.

- Among white, black, Hispanic, and Asian students, those in Reach-Out continued their higher education at a higher rate than did high school graduates overall (Figure 10).

FIGURE 10
CONTINUING EDUCATION BY RACE/ETHNICITY
1992-93 COHORT AND HIGH SCHOOL GRADUATES



The higher college enrollment rate of Reach-Out students was characteristic of most racial/ethnic groups.

Source: Florida Education and Training Placement Information Program, 1994.

- Blacks accounted for 83 percent of participants tracked through FETPIP and represented 80 percent of the individuals found continuing their education.

- Black Reach-Out graduates continued their education at a much higher rate than did black high school graduates overall (53 percent versus 37 percent) and enrolled in the State University System at a higher rate (25 percent vs. 18 percent). Enrollment in the Community College System was similar for the two groups—approximately 19 percent.

Summary

Thirty-two postsecondary institutions shared approximately $1.7 million to sponsor College Reach-Out projects in 1992-93. These projects served 44 counties across Florida. Among the 5,146 participants, the majority (84 percent) were black, and black males accounted for 30 percent of all participants. Hispanics represented five percent of participants; eight projects served 69 Native Americans. Community colleges recruited three-fourths of the participants; university projects recruited primarily high school students.

Although the State appropriated almost $1.7 million for this cohort, the projects expended over $3.5 million; institutional sources accounted for 45 percent of total dollars expended. Forty-one percent of the projects reported external funding dollars.

As with past cohorts, the performance of Reach-Out participants was compared on several measures with the performance of other groups of students. A comparison of Reach-Out participants with a random sample of students in 6th through 12th grades during 1992-93 showed that the two groups received academic promotions and suspensions at commensurate rates. However, Reach-Out 12th graders graduated with standard diplomas at a much higher rate than students in the random sample. Reach-Out participants generally compared less favorably on reading, mathematics, and science indicators, but fared better on the foreign language indicator.

A larger percentage of Reach-Out graduates than recent high school graduates statewide went on to college.

To examine post-high school performance, additional measures involving entry-level tests and enrollment in postsecondary education were compared for Reach-Out participants who graduated and 1992-93 high school graduates statewide. As a subgroup, black Reach-Out graduates out- performed black students among all high school graduates on all entry-level tests. Also, a significantly larger percentage of Reach-Out graduates than recent high school graduates statewide enrolled in postsecondary education. Additionally, a larger proportion of Reach-Out graduates enrolled in the State University System. The higher enrollment rate in postsecondary education among Reach-Out participants was characteristic of most racial/ethnic groups.

Part III presents trend data on College Reach-Out cohorts. The opening section introduces initial results of a longitudinal study involving the 1991-92 cohort. The second section reports aggregate data on the 1990-91, 1991-92 and 1992-93 cohorts.

PART III: SPECIAL COHORT ANALYSES

The purpose of this part of the evaluation is twofold: (1) to provide an on-going update on the progress of the 1991-92 cohort which was selected for a longitudinal analysis, and (2) to present aggregate information reflecting data on cohorts since 1990-91.

Longitudinal Cohort: 1991-92

Policymakers as well as program administrators and evaluators have expressed interest in tracking the progress of one cohort of College Reach-Out participants over several years. This was impossible prior to 1990-91 because the appropriate kinds of information were not required of the projects for reporting purposes. With major revisions in program administration and evaluation that had evolved by 1991, however, it became feasible to design a longitudinal component within the annual evaluation of College Reach-Out. Since the 1990-91 cohort was the first time that extensive data, including social security numbers, were required, this was used as a test year for the longitudinal study. Participants' social security numbers were critical to the success of tracking efforts for historical analyses. While the quality and quantity of social security numbers during the test year were not as high as desired, the 1990-91 cohort provided an opportunity to test the design and application of the longitudinal study. Thus, the 1991-92 cohort was selected as the longitudinal group. Again, a large number of students that year had incorrect or missing social security numbers, so the number of participants followed is much smaller than the actual number of enrollees that year.

Continuation in College Reach-Out

- There were 4,779 participants in 1991-92; since 772 (16 percent) were 12th graders, approximately 4,007 might continue into the next year—the 1992-93 cohort.

- 1,888 participants whose initial year of entry to CROP was prior to 1992-93 had re-enrolled in 1992-93. Thus, about half of the 1991-92 continuing cohort re-enrolled.

- Continuing participants from the 1991-92 cohort accounted for almost 39 percent of all participants in 1992-93.

Approximately half of the 1991-92 cohort re-enrolled in Reach-Out the next year.

Postsecondary and Employment Follow-up

Two graduating classes from the 1991-92 cohort were also tracked for continuing education and employment. Social security numbers

were matched against entry-level test information in the State University System and the Community College System to determine the percentage of graduates who took and passed an entry-level test. Additionally, social security numbers were matched against several databases through the Florida Education and Training Placement Information Program (FETPIP).

- There were 1,696 potential graduates from the 1991-92 cohort—772 participants who were 12th graders in 1991-92 and graduated and 924 participants who were 11th graders in 1991-92 and graduated.

- A group of 1,563 social security numbers for the Reach-Out graduates was matched against SUS and CCS 1993-94 data bases to determine entry-level test results.

A small percentage of 1991-92 Reach-Out graduates delayed college entry for one year.

- 172 matches were made, of which 166 had entry-level test score information; 31 of these matches were 12th graders from Spring 1992 who apparently postponed college entry testing for one year.

- Of the 166 graduates with test information, 57 percent passed all subtests and 70 percent passed at least one subtest. These graduates were present in both the CCS and SUS (95 and 77 graduates respectively).

- Blacks accounted for 80 percent of the 172 participants who matched.

- College Reach-Out graduates also were matched with several databases by FETPIP; of the 1,322 graduates submitted, there were 960 (72 percent) successful matches.

- Among graduates reported, 54 percent were found continuing their education.

- Of this subgroup, 35 percent were enrolled in the SUS and 39 percent in the CCS. Another sizeable group, 19 percent, were in the Division of Public Schools.

- 603 of the 1,332 graduates reported were recent high school graduates (11th graders from the longitudinal cohort in 1991-92); 729 had graduated in 1992.

- Blacks comprised 87 percent of the graduates tracked in this longitudinal effort; 604 (52 percent) of these Reach-Out graduates were found continuing their education.

- Hispanics comprised 9 percent (114) of the graduates tracked; 72 (63 percent) were found continuing their education.

Aggregate of Annual Cohorts: 1990-91 through 1992-93

This section of the College Reach-Out Program evaluation examines analyses of cohort aggregate data from 1990-91 through 1992-93. Data for the three annual cohorts were merged to produce an unduplicated headcount. Table 7 presents selected cohort demographic information for comparison purposes, while Table 8 provides a program summary based on unduplicated headcount. Highlights from these tables include:

- Since 1990, Reach-Out has served 10,333 individual students in grades 6 through 12.

- The number of students served increased by 29 percent (1,152 participants) over the three-year period.

Program participation increased by 29 percent between 1990-91 and 1992-93.

- In 1992-93, the projects reported 3,151 new participants—61 percent of all participants that year.

- The proportional distribution of students among racial/ethnic groups was quite stable across the three cohorts.

- The proportion of male participants also remained constant.

- The proportion of participants who were black males remained at approximately 30 percent for the second consecutive year.

Nearly one-third of Reach-Out participants were black males.

- Black participants have comprised about 84 percent of all participants since 1990.

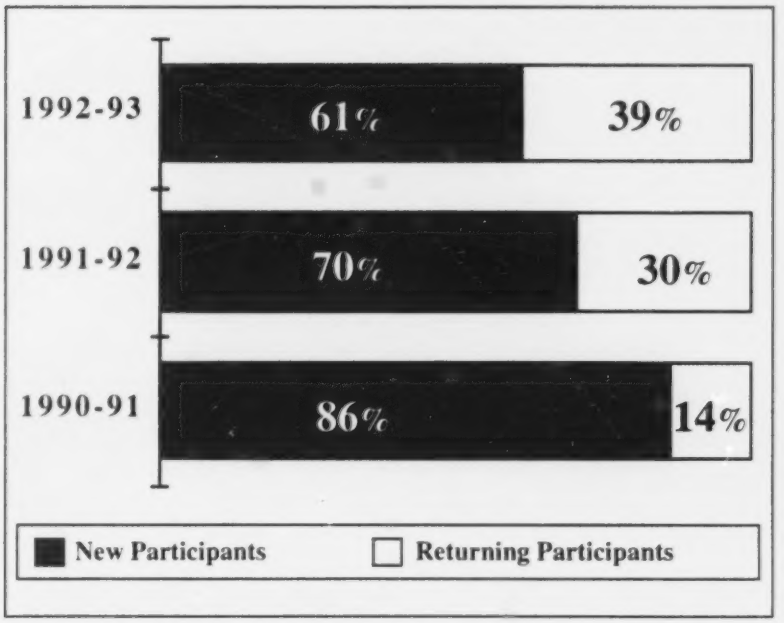
- Proportional distribution across grade levels fluctuated over the three-year period. Twelfth graders accounted for 18 percent of all participants in 1992-93, versus 23 percent in 1990-91. The proportion of participants in 6th grade returned to the 1990-91 level of 8 percent.

- Trend data show an increase in the proportion of participants in each annual cohort that are returning students. Returning participants accounted for 14 percent of enrollment in the 1990-91 cohort, 30 percent in 1991-92, and 39 percent in 1992-93 (Figure 11).

- By grade level, the proportion of participants who were new to the program was higher among 6th and 7th graders than in other grades.

FIGURE 11
NEW VERSUS CONTINUING PARTICIPATION
1990-91 THROUGH 1992-93

Returning students were an increasing percentage of participants each year.



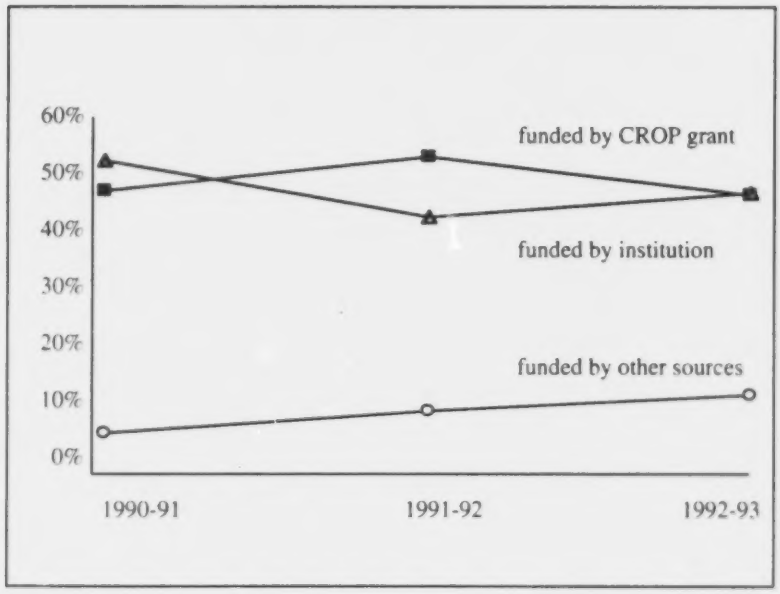
Source: College Reach-Out Program annual reports, 1992-93.

- Sixth through ninth graders accounted for 55 percent of new participants in 1992-93.

- The proportion of total expenditures produced by external sources increased from 4.2 percent to 10.4 percent between 1990 and 1992 while state dollars accounted for 48.1 percent in 1990 and 44.6 percent in 1992 (Figure 12).

- Institutional support accounted for a smaller proportion of total expenditures in 1990 than in 1992.

FIGURE 12
TRENDS IN SOURCES OF EXPENDITURES, 1990-91 TO 1992-93



State dollars accounted for a smaller proportion of total expenditures in 1992-93 than in 1991-92.

Source: College Reach-Out annual reports, 1990-91 through 1992-93.

Summary

Over the three evaluation periods under review, the College Reach-Out Program has grown substantially each year while maintaining a high percentage of participants who are members of racial/ethnic minority groups. Funding data show that, although annual appropriations have increased moderately, the projects' expenditures have increased to a greater degree in recent years as a result of successful efforts to capture support from external sources.

Aggregate data illustrate that the College Reach-Out Program has attracted and maintained participation across the middle and high school grades. The program has been particularly successful in sustaining a very high representation of black students among participants. The data also document an increase in the proportion of participants who spend more than one year in the program. Results of the longitudinal study of participants from the 1991-92 cohort indicate that a small proportion of Reach-Out students delay placement testing at least a year following graduation—although these students may have been enrolled in a postsecondary institution prior to actu-

College Reach-Out has been particularly successful in sustaining a high representation of black students.

ally taking the placement test. The test results show that Reach-Out participants who graduated in 1992-93 performed better on placement tests than did those who graduated the year before, 1991-92. Equal proportions of the two groups were found continuing their education immediately upon high school graduation.

PART IV: FINDINGS AND RECOMMENDATIONS

The College Reach-Out Program is a statewide initiative designed to strengthen the educational motivation and preparation of low-income or educati lonally disadvantaged students in middle and high school who desire, and who may benefit from, a postsecondary education. This is the Postsecondary Education Planning Commission's third annual statewide evaluation of the program, but the first report to respond to the revised College Reach-Out Program law (Section 240.61(13) Florida Statutes). The revised law directs the Commission to submit a report annually that evaluates the effectiveness of the program. Statute further specifies that the evaluation include longitudinal cohort assessments of participants and, to the extent feasible, comparisons of the performance of participants with comparable cohorts of students in public school and postsecondary education.

This study was based on the 1992-93 Reach-Out cohort. Evaluation activities included a review of interim and final project and consortia reports, analyses of information retrieved from several data bases, and site visits to selected summer residency programs. A summary of findings is given below, including an update on recommendations made in the Commission's previous evaluations.

Summary of Findings

Program growth continues. College Reach-Out continues to attract and retain increasing numbers of participants annually, and project directors indicate that they are unable to serve all of the students who seek participation. With all of the public universities and most of the community colleges currently sponsoring projects, significant future growth would probably only come as a result of involving more independent institutions or encouraging existing projects to enlarge their cohorts by accepting more participants. Such growth would be contingent upon increased appropriations for Reach-Out from the Legislature.

Institutional commitment for College Reach-Out varied across projects.

Wide variation exists in institutional commitment. Several projects benefitted from high levels of institutional commitment while other projects were far less successful in this aspect. This commitment was demonstrated in different ways. One project identified institutional commitment as a major factor in student retention:

> The University's faculty, staff, and administrators provided overwhelming support. The department provided tutors for middle and high school students that were paid by a Depart-

ment of Energy grant to provide mentoring and tutoring for students. The Mathematics and English department faculties designed special courses to accommodate a summer institute for seniors. (University of West Florida)

Tuition waivers and scholarships reward certain Reach-Out participants.

A few institutions provided tuition waivers or scholarships to Reach-Out students and parents. Student scholarships at Tallahassee Community College and the University of Central Florida were rewards and incentives to pursue postsecondary education; at Florida International University:

> the possibility of receiving an Invitational Scholarship or Academic Opportunity Program Scholarship strongly motivated the students to continue in the program; students believe they have a better chance of being identified for these scholarships if they were previous participants in the Reach-Out program. 63 percent of the 1991 Reach-Out graduates received four-year tuition scholarships and matriculated at FIU.

Parental tuition waivers were offered by Hillsborough Community College as incentives to increase parental involvement in the College Reach-Out Program and encourage good role models for participants. Only three projects housed in public community colleges and universities reported no funds expended from institutional sources.

Summer residencies and continuous contact make a difference. The Advisory Council, program administrators in the Office of Postsecondary Education Coordination, and the Commission have stressed the need for frequent and continuous contact with participants. Projects cited the benefits of continuous contact and the summer residency as significant student retention factors:

Summer residencies on university campuses foster retention.

> Participation in the residential phase of the program keeps students motivated to attend the sessions. (Florida A & M University)

> Even though students from all over the county participated, participants all knew each other from their summer experience; therefore friendships were renewed, experiences were shared, problems hashed over. This opportunity to see old friends proved to be our greatest retention factor. (Okaloosa-Walton Community College)

The Program Director and Assistant made bi-weekly calls to parents and students. Motivational sessions were held in the high schools, flexible tutoring schedules were available, newsletters, program activity flyers, and other correspondence were mailed to students monthly. (University of West Florida)

Students who were invited to participate in the summer residential program were very motivated to continue in the program. (Florida International University)

All students looked forward to the residential component at the University of North Florida. The opportunity to stay in the dorm was exciting to the students. (St. Johns River Community College)

Indian River Community College took the initiative of requiring a written contractual agreement between the parent, student and CROP staff to strengthen the student's academic weakness as well as the on-going attention provided by the CROP staff via home visits, weekly letters, and positive interaction with the students.

Public schools are highly supportive. Many projects commended their public school partners and cited their support as a major factor contributing to the retention of students in the program.

The program was considered significant to the local school systems. In fact, the Hernando County School System's Superintendent presented our CROP staff a "Superintendent Award of Excellence Participation." (Pasco-Hernando Community College)

Tallahassee Community College and Gulf Coast Community College noted the demonstrated commitment on behalf of the superintendent and school personnel.

Public school support for College Reach-Out is very strong.

The University of Central Florida identified the commitment of participating high schools.

Shared resources and facilities coupled with cooperation and public support of the administration and faculty of the targeted schools contributed to the positive attitudes of program participants toward the program and school in general. (Santa Fe Community College)

> Greater attention given to school administrators and liaisons was a major factor in student retention. Also, the marriage of other community organizations and CROP contributed to many of the project's valuable experiences this year. (Broward Community College)

Commitment to serving middle school youth is improving. A recommendation from the Commission's 1993 evaluation called for preference to projects serving 6-10th graders. Evaluators found more projects this year had organized summer components around middle school youth. The benefits of recruiting students in grades 6 through 8 surfaced through comments in the projects' annual reports:

> Middle school students participated in more activities and did not appear to have as many conflicts as students who were in high school. (Pasco-Hernando Community College)

Also, during the summer site visits, project staff related that it was very difficult to get older students to commit a week to the campus residency component because of conflicts with work schedules, summer school, and personal interests.

Program visibility and prestige in the community has increased. Projects reported that College Reach-Out is becoming more recognized in the community. Concurrently, students, their families, and community members acknowledge the prestige of participating in the program:

> It is considered an "honor" to be chosen and attend the program; students have responded very positively to the highly structured curriculum and schedule. (Florida Indian Youth Program)

Students, parents, and community acknowledge the value of College Reach-Out participation.

> Reach-Out gained recognition in the community. Students are proud to wear the Reach-Out T-shirt earned through program completion. (Florida Community College at Jacksonville)

> The community awareness of the program increased, which contributed to the increased [college] enrollment. (University of West Florida)

Projects' estimates of number of participants to serve often varies significantly from actual number served. Each year potential

Reach-Out projects are required to submit a proposal under a request for proposals (RFP) process. At that time, applicants are required to estimate the number and selected characteristics of the students to be served. The Advisory Council uses these projections in determining the funding level of each consortium or single project. For the most part, applicants have done a good job of estimating the number of students they plan to serve. Overall in 1992-93, projects served eight percent more students than indicated in their proposals. However, nearly one-third of the projects (10 projects) served at least five per cent fewer students than proposed; of these, four projects served at least 20 percent fewer individuals than proposed. This underprojection was more than balanced by 13 projects that served more students than they anticipated; nine of the 13 served 20 percent or more students than they projected. Several factors influence the projects' success in recruiting participants, and inability to meet projections is usually not a pervasive, on-going problem. Nonetheless, it appears that interest in—and need for—the College Reach-Out Program is very high across the State. Projects that do not invest in early, organized recruiting or are unable to attract qualified students deny those who need, and want, this program the opportunity to participate. Additionally, funds are poorly distributed if projects with insufficient enrollment return unused allocations while projects with excess enrollment must redistribute their dollars among more participants than planned.

Parental involvement is still sporadic. Achieving high parental involvement is a goal of Reach-Out that has required constant, intensive attention by project staff. Some projects had only limited success in increasing parental participation; fifteen projects listed parental involvement as one of the least successful aspects of their programs. A few projects report good results. Parental involvement was cited as a key contributor to student success by Lake-Sumter Community College, Lake City Community College and the University of South Florida. Other projects developed new approaches:

> The program staff were available to talk to parents during evening hours and when it was most convenient for the parents. (University of West Florida)

> The full-time presence of a parent specialist...greatly enhanced the program. She acted as a mediator between parent and child, visited homes to encourage participation and helped solve problems when necessary. (Manatee Community College)

Many projects have little success in generating parental involvement.

100 percent of parents surveyed felt that the program created a positive attitude toward continuing education. (Gulf Coast Community College)

Parental support serving as chaperons on field trips [was a significant program achievement]. (Florida Atlantic University)

Success with math/science components continues. In its first statewide College Reach-Out evaluation, the Commission recommended that the projects seek out opportunities to involve participants in mathematics, science, and other technical fields. While all projects address math through academic enrichment activities, several projects used the annual report to relate how this component produced noteworthy results:

The use of applied mathematics and science classes in our summer academic enrichment component serving 7th and 8th graders was especially effective and was rated very positively by students attending. (Santa Fe Community College)

The STRETCH Program—a preparatory institute in mathematics and science—provided an intense 3-week non-residential summer enrichment experience in the areas of math and science through active participation. (Indian River Community College)

Emphasis on math and science components has produced notable successes.

The summer Computer/Math Institute [was a significant program achievement]. (Hillsborough Community College)

Saturday Masters cultural and scientific field trips [were a significant program achievement]; students were anxious to participate/volunteer throughout the various programs. (Palm Beach Community College)

Florida International University surveyed a random sample of students who participated in the residential program and received science instruction and laboratory activities; results indicated: 60 percent reported the science program inspired them to consider a science related career; 92 percent said the activities made them more comfortable in taking science and math in high school; 72 percent agreed that the program increased their interest in taking more math and science in high school and possibly in college.

Status of Past Recommendations

In its two previous reports, the Commission offered recommendations to enhance program effectiveness and efficiency. Several of these recommendations have been implemented through revisions to the College Reach-Out statute; others have been acted upon by the projects themselves. The following chart summarizes recommendations from the Commission's evaluation most recent report covering the 1991-92 cohort.

Recommendation	*Status*
1. Incentive funding should be provided, but incentive dollars should not supplant existing program funding; awards should be made on a competitive basis.	Revisions to the College Reach-Out statute (Section 240.61, F.S.) now require that 20 percent of the annual appropriation be distributed to projects for their initiatives and performance.
2. Report requirements should include indicators for identifying participants who qualify because of economic or academic disadvantage.	Revised Sec. 240.61, F.S. specifies that the State Board of Education adopt rules providing for specific selection criteria and guidelines. Economic and academic guidelines recommended by the Commission in 1993 are cited as examples of such criteria.
3. The Advisory Committee should give preference to projects that serve middle school and early high school students.	Revised Sec. 240.61, F.S. states that at least 60 percent of the students recruited in any one year must be in grades 6 through 9.
4. Consortia should establish criteria to select students to participate in the summer component.	Some projects report using the summer as a reward, indicating criteria were applied in a selection process.
5. Projects should strive to include a residential experience in their activities.	All consortia and most single institution projects now have summer residencies.
6. The composition of the local advisory committee should be expanded to include representatives of business, government, industry, and community groups.	
7. Local projects should discuss the option of asking participants to pay a small annual participation fee.	
8. Local projects should increase their efforts to improve summative and formative program evaluation.	Annual project reports indicate that institutions have improved local evaluation and now assess program impact more frequently.
9. The program identifier--College Reach-Out or CROP--should be used consistently on all verbal and printed information related to this program.	Annual project reports suggest that College Reach-Out is increasingly identifiable by community members and students.
10. Projects should verify that students periodically receive updated information that will enhance their opportunities to qualify for merit-based financial aid.	
11. Projects should coordinate with the State Board of Community Colleges to support Project S.T.A.R.S.	

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Recommendations

Increase efforts to engage private institutions and all public institutions.

1. To extend opportunities for students to benefit from the College Reach-Out Program, the Department of Education should increase efforts to engage independent institutions and all public institutions in consortium arrangements. Currently, all state universities and most public community colleges are sponsoring Reach-Out projects. Given the State's recognition of private universities and colleges as "an important component of Florida's higher educational system" (State Comprehensive Plan, Chapter 187, Laws of Florida) coupled with increasing unmet need in diverse areas of the State, it is appropriate that more private institutions be encouraged to participate. Since the Commission began its evaluations, on average only one private institution has joined in a consortia arrangement with one or more public community colleges each year. Concurrently, non-participating public community colleges and the state universities that do not recruit students should consider sponsoring College Reach-Out participants.

Develop strategies to strengthen campus commitment.

2. The State University System, Community College System, and Division of Public Schools should coordinate with the College Reach-Out Advisory Council to develop strategies designed to encourage presidents and other campus leaders to strengthen their commitment to the College Reach-Out Program. Since institutional priorities are established by its leadership, the endorsement of the college or university president is the primary determiner of the level of support an individual project can anticipate. Campus site visits, conversations with participants, staff, administrators, local advisory committee members, community representatives and others, as well as comments in written material all provide feedback on the level of institutional commitment for the College Reach-Out Program. It is clear that the strength of campus commitment varies widely among the projects. While many local projects enjoy strong support on campus, many others struggle to gain visibility and backing at their institutions. Neither strong endorsement nor benign neglect are lost on Reach-Out participants. These young people share their impressions of the campus environment, particularly during site visits. Also, in some instances during site visits, campus administrators have been unable to articulate a thoughtful response when asked, "What role does College Reach-Out have at this institution?"

Because there are numerous programs and employees competing for the president's time and the vice president's budget, project coordinators could benefit from assistance from their coordinating/govern-

ing boards, state-level administrators, Advisory Council, members, and Division of Public Schools administrators in recognizing the projects. Special meetings, particularly with Presidents' Councils in the State University System and the Community College System, would enhance the visibility of the College Reach-Out Program among high-level administrators.

3. The Advisory Council, with the assistance of the Office of Postsecondary Education Coordination, should explore ways of assisting local projects as they seek community support. Growing competition among diverse groups for support from community organizations and businesses increases the difficulty that local Reach-Out projects encounter in seeking assistance. The Advisory Council should discuss ways that it might work from the state level to initiate contacts, open doors, and otherwise sanction local projects. For example, could contact with the Florida Chamber of Commerce and League of Cities offices be used to channel information about College Reach-Out, including the project coordinators' names, addresses, and telephone numbers, to local Chambers and city officials? An article about the program—its goals and achievements—in Chamber publications should facilitate access to owners and community leaders.

Explore state-level assistance for projects as they seek community support.

4. Project coordinators should take advantage of the interest in community service on college campuses as a mechanism for increasing participation of college students in College Reach-Out activities. During campus site visits, students say they would like more interaction with college students, and Reach-Out staff generally speak very positively of their experiences with college students who work with the Reach-Out participants. One project reported benefitting from new work-study regulations requiring a percentage of work-study time spent on off-campus activities. Also, two projects reported using college students interested in community service as mentors for CROP participants. As financial aid offices assign their work-study students and as academic programs and institutions consider awarding credit for volunteer work or requiring community service for graduation, project coordinators would do well to communicate their interests and needs to designated campus personnel well in advance of the anticipated need since orientation and training should be built into the overall preparation of these students to work with middle and high school youth in Reach-Out.

Use community service interest to increase college students' role in Reach-Out.

5. Projects need to constantly assess their ability to offer high quality, continuous contact to their participants. Projects compete for participants' time with work demands, extracurricular activities, aca-

demic activities—especially summer school—and family commitments. While continuous and frequent contact is critical to the retention and performance of program participants as well as to the overall success of College Reach-Out, it is apparent that some projects do not meet often enough with their participants. Annual reports revealed that major reasons some students dropped out of Reach-Out was overcrowding, activities timed too far apart, and boredom. Continuous contact and quality program experiences are of particular concern when projects have high staff:student ratios, an indicator that staff may not be able to offer their participants the quality nor quantity of service they need. The amount and quality of continuous contact should be components in every project's formative and summative evaluation activities.

Constantly assess quality and continuous contact.

6. The Office of Postsecondary Education Coordination and the Postsecondary Education Planning Commission should develop a mechanism for collecting and disseminating evaluation techniques from the various projects and consortia as well as the results of these efforts. As projects experiment with evaluation techniques—particularly as they generate instruments to measure their activity outcomes, the individual projects would benefit from having access to a collection of information representing evaluation experiences of their colleagues across the State. Projects include some evaluation information in their annual reports; however, this is sporadic and incomplete due to the existing final report format. At the proposal stage, applicants are required to indicate how they plan to conduct formative and summative evaluations, yet this element requires little further documentation during the year or at the conclusion of the funded period. A formal evaluation component in the annual report or a separate reporting mechanism during the year should serve the projects and the program as a whole.

Collect and disseminate evaluation techniques.

7. The Postsecondary Education Planning Commission should conduct a special examination of mathematics course-taking patterns of College Reach-Out participants and students from the general population to identify the causes of low participation rates in mathematics Level II and III courses. While this evaluation recognizes the projects' positive response to the need to increase their emphasis on math and science, the data on course-taking patterns indicate that College Reach-Out participants are not enrolling in higher level math courses in acceptable numbers. Only 2.5 percent of Reach-Out twelfth graders had completed at least three Level II or III math courses.

Examine math course-taking patterns.

Conclusion

The College Reach-Out Program continues to support academically disadvantaged and low-income students throughout the State with quality projects providing academic enrichment activities and career and personal counseling. Overall, the Reach-Out projects represent highly-coordinated efforts between community colleges and universities on one hand and local schools on the other. Well-integrated planning and implementation of programs between these secondary and postsecondary partners have resulted in significant benefits for thousands of students in grades 6 through 12 across Florida. Projects have invested the State's appropriation alongside their institutions' and communities' resources, resulting in an enhanced state investment.

Well-integrated planning between K-12 and postsecondary sectors has produced significant benefits for thousands of students.

The Postsecondary Education Planning Commission's evaluation found commendable activities and very successful practices in all projects. Recommendations note areas where improvement is needed. In sum, the College Reach-Out Program directly serves its participants while also assisting the State to achieve a higher level of access to postsecondary education by the very citizens that most need to increase their participation rates in higher education.

However, as a result of the 1994 Legislative session, the College Reach-Out Program statute underwent significant revision. For example, beginning with the 1994-95 cohort, projects must recruit students who are both academically disadvantaged and low-income. At the same time, institutions must begin to recruit a larger percentage of students from middle school for their College Reach-Out projects, giving the projects more time to motivate and prepare participants for postsecondary education.

Some of the changes have the potential of impacting the trends observed during the three years the Commission has been evaluating the program. In particular, since the recruiting requirements will become more stringent, the Commission surmises that overall enrollment may decline slightly. Additionally, participants' continuing education rates and pass rates on entry-level tests may not reach current levels. While it will take several years before trends develop concerning students recruited under the revised statute, the Commission believes the modifications important enough to alert policymakers to possible changes in program outcomes. While short-term results may not reflect significant gains, we anticipate that these changes will produce a stronger College Reach-Out Program in the future.

Recent statutory revisions for the College Reach-Out Program may reduce short-term gains but should strengthen the program in the future.

Appendix A

COLLEGE REACH-OUT PROGRAM
STATUTES

1240.61 College reach-out program.—

(1) It is the intent of the Legislature to increase the number of students successfully completing a postsecondary education, who would be unlikely to seek admission to a community college, state university, or independent postsecondary institution without special support and recruitment efforts.

(2) There is established a college reach-out program. The primary objective of the program is to strengthen the educational motivation and preparation of low-income or educationally disadvantaged students in grades 6 through 12 who desire, and who may benefit from, a postsecondary education.

(3) To participate in the college reach-out program, a community college, university, or independent postsecondary institution that is participating in a special program for students from disadvantaged backgrounds pursuant to 20 U.S.C., ss. 1070d et seq. may submit a proposal to the Department of Education. The State Board of Education shall consider the proposals and determine which proposals to implement as programs which will strengthen the educational motivation and preparation of low-income or educationally disadvantaged students.

(4) Community colleges, universities, and independent postsecondary institutions that participate must provide on-campus academic and advisory activities which are offered during summer vacation and provide opportunities for interacting with college and university students as mentors, tutors, or role models. University proposals must provide students with an opportunity to live on campus.

(5) Community colleges, universities, and independent postsecondary institutions that participate must also provide procedures for continuous contact with students from the point at which they are selected for participation until they enroll in a postsecondary education institution in order to assist students in selecting courses required for graduation from high school and admission to a postsecondary institution and to ensure students continue to participate in program activities.

(6) In selecting proposals for approval, the State Board of Education shall give preference to:

(a) Proposals submitted jointly by two or more eligible postsecondary institutions;

(b) A program that will utilize institutional, federal, or private resources to supplement state appropriations;

(c) An applicant that demonstrates success in conducting similar programs previously funded under this section;

(d) A program that includes innovative approaches, provides a great variety of activities, and includes a large number of disadvantaged and minority students in the college reach-out program;

(e) An applicant that demonstrates commitment to the program by proposing to match the grant funds at least one-to-one in services or cash, or both; and

(f) An applicant that demonstrates an interest in cultural diversity and that addresses the unmet regional needs of varying communities.

(7) A participating college or university is encouraged to use its resources to meet program objectives. A participating college, university, or institution shall establish an advisory committee composed of high school and junior high school personnel to provide advice and assistance in implementing its program.

(8) A proposal must contain the following information:

(a) A statement of purpose which includes a description of the need for, and the results expected from, the proposed program;

(b) An identification of the service area which names the schools to be served, provides community and school demographics, and sets forth the postsecondary enrollment rates of high school graduates within the area;

(c) An identification and description of existing programs for improving the preparation of minority and disadvantaged students for postsecondary education;

(d) A description of the proposed program which describes criteria to be used to identify students and schools for participation in the program;

(e) A description of the program activities which must encompass the following goals:

1. Identifying students who are not motivated to pursue a postsecondary education;

2. Identifying students who are not developing basic learning skills;

3. Counseling students and parents on the benefits of postsecondary education;

4. Providing supplemental instruction; and

(f) A design for program evaluation which incorporates results, procedures, and the accomplishment of objectives. The evaluation design shall include quantitative measures, including, but not limited to, the following:

1. An identification of each student, by middle school or high school, and grade level at the time of participation in the program;

2. The student's academic performance, by course, each year during and following participation in the program;

3. The student's attendance rate and disciplinary record for each year during and following participation in the program;

4. If applicable, an identification of the postsecondary institution in which the student enrolled; and

5. The student's academic performance following enrollment in a postsecondary institution.

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(9) An advisory committee shall review the proposals and recommend to the State Board of Education an order of priority for funding the proposals. Proposals shall be funded competitively. The advisory committee shall consist of nine members and shall be established as follows:

(a) The two equal opportunity coordinators for the Community College System and the State University System;

(b) Two representatives of private or community-based associations which have similar programs, appointed by the President of the Senate and the Speaker of the House of Representatives, respectively;

(c) One representative of the State University System, appointed by the Chairman of the Board of Regents;

(d) One representative of the Community College System, appointed by the Chairman of the State Board of Community Colleges;

(e) One representative of the Independent Colleges and Universities of Florida, appointed by the President of the Independent Colleges and Universities of Florida;

(f) One representative of a public school district, appointed by the Commissioner of Education; and

(g) One representative of the Postsecondary Education Planning Commission, appointed by the chairman of the commission.

(10) On or before October 15 of each year, universities and community colleges participating in the program shall submit to their respective boards an interim report on the effectiveness of their program and ²shall submit a final report by January 15 of each year. Independent postsecondary institutions shall submit such report to the Commissioner of Education. The final report must include, without limitation:

(a) A certificate-of-expenditures form showing expenditures by category, encumbered expenses, state grant funds, and institutional matching, in cash or in services, or both;

(b) The number of students participating in the program by grade, age, sex, and race;

(c) A description of the needs for the program;

(d) A statement of how the program addresses:

1. Identification of students who do not realize the value of postsecondary education;

2. Identification of students who are not developing basic learning skills;

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Appendix B

LIST OF FUNDED INSTITUTIONS AND CONSORTIA

LIST OF FUNDED INSTITUTIONS AND CONSORTIA
1992-93 ARRANGEMENTS

CENTRAL FLORIDA CONSORTIUM

L-SCC	Lake Sumter Community College
UCF	University of Central Florida
VCC	Valencia Community College

NORTHEAST CONSORTIUM

LCCC	Lake City Community College
UNF	University of North Florida
SJRCC	St. Johns River Community College

PANHANDLE CONSORTIUM

CJC	Chipola Junior College
FAMU	Florida Agricultural & Mechanical University
GCCC	Gulf Coast Community College
TCC	Tallahassee Community College

PROJECT SUCCESS CONSORTIUM

PCC	Polk Community College
Rollins	Rollins College

R.I.S.E. CONSORTIUM

BCC	Broward Community College
FAU	Florida Atlantic University
IRCC	Indian River Community College
PBCC	Palm Beach Community College

SOUTH FLORIDA CONSORTIUM

FIU	Florida International University
M-DCC	Miami-Dade Community College

TAMPA BAY CONSORTIUM

HCC	Hillsborough Community College
SPJC	St. Petersburg Junior College
USF	University of South Florida

COLLEGE, YES

P-HCC	Pasco-Hernando Community College

SARASOTA COUNTY PROGRAM

MCC	Manatee Community College

NORTHWEST FLORIDA CONSORTIUM

PJC	Pensacola Junior College
O-WCC	Okaloosa-Walton Community College
UWF	University of West Florida

PROJECT SUCCESS CONSORTIUM

CFCC	Central Florida Community College
SFCC	Santa Fe Community College
UF	University of Florida

FIFE CONSORTIUM

FCCJ	Florida Community College at Jacksonville
FIYP	Florida Indian Youth Program
FSU	Florida State University

Appendix C

TABLES

POSTSECONDARY EDUCATION PLANNING COMMISSION

TABLE 1
COLLEGE REACH-OUT PROGRAM
SELECTED FACTORS FROM STUDENT ROSTER SUMMARY
(UNDUPLICATED HEADCOUNT)
1992-93 REPORTS

	ALL INSTITUTIONS		STATE UNIVERSITY SYSTEM		COMMUNITY COLLEGES		OTHER PROJECTS	
	CROP PARTICIPANTS		CROP PARTICIPANTS	% of all CROP Participants	CROP PARTICIPANTS	% of all CROP Participants	CROP PARTICIPANTS	% of all CROP Participants
	5,146		1,173	22.8	3,925	76.3	48	0.9
ETHNICITY	Students reporting ethnicity	% of students reporting ethnicity	Students reporting ethnicity	% of students reporting ethnicity	Students reporting ethnicity	% of all students reporting ethnicity	Students reporting ethnicity	% of students reporting ethnicity
TOTAL	5,143	100%	1,172	100%	3,923	100%	48	100%
• BLACK	4,308	83.8	963	82.2	3,345	85.3	0	0.0
• HISPANIC	259	5.1	124	10.6	135	3.4	0	0.0
• WHITE	412	8.0	28	2.4	384	9.8	0	0.0
• NATIVE AMERICAN	69	1.3	5	0.4	16	0.4	48	100.0
• ASIAN	84	1.6	47	4.0	37	0.9	0	0.0
• OTHER	11	0.2	5	0.4	6	0.2	0	0.0
GENDER	Students reporting gender	% of students reporting gender	Students reporting gender	% of students reporting gender	Students reporting gender	% of students reporting gender	Students reporting gender	% of students reporting gender
TOTAL	5,140	100%	1,173	100%	3,919	100%	48	100%
• FEMALE	3,222	62.7	769	65.6	2,427	61.9	26	54.2
• MALE	1,918	37.3	404	34.4	1,492	38.1	22	45.8
GRADE LEVEL	Students reporting grade level	% of students reporting grade level	Students reporting grade level	% of students reporting grade level	Students reporting grade level	% of students reporting grade level	Students reporting grade level	% of students reporting grade level
TOTAL	5,020	100%	1,080	100%	3,895	100%	45	100%
• 6TH	391	7.8	9	0.8	382	9.8	0	0.0
• 7TH	628	12.4	21	2.0	605	15.5	2	4.4
• 8TH	855	17.0	23	2.1	815	20.9	17	37.8
• 9TH	647	12.9	137	12.7	498	12.8	12	26.7
• 10TH	667	13.3	185	17.1	478	12.3	4	8.9
• 11TH	937	18.7	343	31.8	589	15.1	5	11.1
• 12TH	892	17.8	362	33.5	526	13.5	4	8.9
• OTHER GRADE LEVEL	3	0.1	0	0.0	2	0.1	1	2.2

Source: 1992-93 College Reach-Out Program annual reports.

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POSTSECONDARY EDUCATION PLANNING COMMISSION
TABLE 2
DISTRIBUTION OF EXPENDITURES
1992-93

	TOTAL EXPENDITURES	STATE GRANT		INSTITUTIONAL		EXTERNAL	
		$ EXPENDED	% OF TOTAL EXPENDITURES	$ EXPENDED	% OF TOTAL EXPENDITURES	$ EXPENDED	% OF TOTAL EXPENDITURES
TOTALS	$3,524,752	$1,573,209	44.6	$1,584,105	45.0	$367,438	10.4
CONSORTIUM	634,619	247,288	39.0	304,338	48.0	82,993	13.0
FAMU - TRIO	122,830	56,681	46.2	15,400	12.5	50,749	41.3
FAMU - Engineering	96,100	31,654		53,900		10,546	
TCC	263,166	82,293	31.3	170,980	65.0	9,893	3.8
GCCC	91,993	46,493	50.5	33,920	36.9	11,580	12.6
CJC	60,530	30,167	49.8	30,138	49.8	225	0.4
CONSORTIUM	625,391	243,153	38.9	308,543	49.3	73,695	11.8
FAU	183,052	56,598	30.9	125,454	69.1	0	0.0
IRCC	213,266	87,108	40.8	83,608	39.2	42,550	20.0
PBCC	113,093	52,729	46.6	49,219	43.5	11,145	9.9
BCC	115,980	46,718	40.3	49,262	42.5	20,000	17.2
CONSORTIUM	281,056	169,807	60.4	90,027	32.0	21,222	7.6
FIU	196,249	85,000	43.3	90,027	45.9	21,222	10.8
M-DCC	84,807	84,807	100.0	0	0.0	0	0.0
CONSORTIUM	340,506	160,247	47.1	162,348	47.7	17,911	5.2
USF	117,148	58,574	50.0	42,213	36.0	16,361	14.0
HCC	99,914	41,014	41.0	58,900	59.0	0	0.0
SPJC	123,444	60,659	49.1	61,235	49.6	1,550	1.3

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TABLE 2 - DISTRIBUTION OF EXPENDITURES

	TOTAL EXPENDITURES	STATE GRANT		INSTITUTIONAL		EXTERNAL	
		$ EXPENDED	% OF TOTAL EXPENDITURES	$ EXPENDED	% OF TOTAL EXPENDITURES	$ EXPENDED	% OF TOTAL EXPENDITURES
CONSORTIUM	**456,836**	**207,048**	**45.4**	**221,640**	**48.6**	**27,348**	**6.0**
UCF	209,861	91,795	43.8	99,133	47.2	18,933	9.0
VCC	162,115	73,364	45.3	81,611	50.3	7,140	4.4
LSCC	84,060	41,889	49.8	40,896	48.7	1,275	1.5
CONSORTIUM	**104,452**	**60,573**	**58.0**	**43,879**	**42.0**	**0**	**0.0**
UNF	21,963	21,963	100.0	0	0.0	0	0.0
LCCC	47,066	22,527	47.9	24,539	52.1	0	0.0
SJRCC	35,423	16,083	45.4	19,340	54.6	0	0.0
CONSORTIUM	**267,961**	**112,823**	**42.1**	**147,936**	**55.2**	**7,202**	**2.7**
UF	32,840	14,055	42.8	18,785	57.2	0	0.0
CFCC	130,886	52,597	40.2	76,324	58.3	1,965	1.5
SFCC	104,235	46,171	44.3	52,827	50.7	5,237	5.0
CONSORTIUM	**466,120**	**187,466**	**40.2**	**167,537**	**36.0**	**111,117**	**23.8**
FSU	142,016	71,008	50.0	71,008	50.0	0	0.0
FCCJ	199,037	88,008	44.2	96,529	48.5	14,500	7.3
FIYP	125,067	28,450	22.7	0	0.0	96,617	77.3
CONSORTIUM	**251,811**	**136,213**	**54.1**	**96,162**	**38.2**	**19,436**	**7.7**
UWF	179,119	99,737	55.7	79,392	44.3	0	0.0
O-WCC	24,586	5,150	21.0	0	0.0	19,436	79.0
PJC	48,106	31,326	65.1	16,780	34.9	0	0.0
Polk Community College	27,459	13,565	49.4	7,380	26.9	6,514	23.7
Rollins College							
MCC	24,031	12,641	52.6	11,390	47.4	0	0.0
P-HCC	45,310	22,385	49.4	22,925	50.6	0	0.0

Source: 1992-93 College Reach-Out Program annual reports.

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TABLE 3

SUMMARY INFORMATION BY INSTITUTION
1992-93 COHORT

Institution	Participants Served							Graduated[1]	Suspended[2]	Promoted[3]
	Total	Black Percent	Hispanic Percent	White Percent	Native American Percent	Asian Percent	Other Percent	Percent	Percent	Percent
OVERALL	5,146	83.8	5.0	8.0	1.3	1.6	0.2	92.7	22.6	94.9
STATE UNIVERSITIES										
FAMU	75	96	0	1	0	3	0	88.9	15.8	100.0
FAU	125	97	3	0	0	0	0	88.2	19.1	97.7
FIU	250	63	32	2	1	2	0	97.5	5.5	99.0
FSU	94	98	0	2	0	0	0	50.0	16.5	91.1
UCF	333	76	11	4	1	7	1	96.3	8.3	98.5
USF	81	100	0	0	0	0	0	100.0	5.2	97.4
UWF	215	86	1	4	1	7	1	97.6	13.7	97.8
OTHER										
FIYP	48	0	0	0	100	0	0	NA	25.0	94.7

Note: [1]Based on total number of 12th graders that were matched successfully with Division of Public Schools' database and earned a standard diploma. N/A = project served no 12th graders.
[2]"Suspended Percent" is based on the number of students with an instance of an in- or out-of-school suspension as a proportion of successful matches with the Division of Public Schools' database.
[3]"Percentage Promoted" represents the proportion of participants successfully matched with Division of Public Schools' database and were promoted administratively or normally.

Source: Institutional final College Reach-Out Program reports and the Division of Public Schools, Department of Education.

TABLE 3

SUMMARY INFORMATION BY INSTITUTION
1992-93 COHORT

Institution	Participants Served									
	Total	Black Percent	Hispanic Percent	White Percent	Native American Percent	Asian Percent	Other Percent	Graduated[1] Percent	Expelled/Suspended Percent	Promoted Percent
COMMUNITY COLLEGES										
BCC	377	93	3	3	0	1	0	100.0	18.9	99.1
CFCC	201	94	2	3	0	1	0	90.5	42.9	82.1
CJC	84	75	0	25	0	0	0	NA	20.0	89.7
FCCJ	850	74	2	22	1	1	0	91.5	28.1	94.1
GCCC	118	61	2	35	0	1	1	NA	22.6	99.0
HCC	82	98	0	0	1	1	0	NA	15.4	100.0
IRCC	152	93	1	1	5	0	0	92.9	46.7	90.8
LCCC	67	55	0	45	0	0	0	NA	21.4	92.9
LSCC	224	93	1	5	0	1	0	80.0	29.5	95.0
MCC	42	100	0	0	0	0	0	NA	27.3	100.0
M-DCC	226	69	30	0	0	0	1	83.0	10.3	95.1
O-WCC	30	60	0	33	0	7	0	NA	34.8	90.9
PBCC	143	97	2	1	0	0	0	100.0	25.8	95.0
P-HCC	137	99	1	0	0	0	0	100.0	46.4	92.7
PCC	54	94	0	6	0	0	0	NA	28.0	96.0
PJC	89	94	0	6	0	0	0	NA	12.8	97.6
SFCC	153	79	5	14	0	1	1	90.9	28.7	85.6
SJRCC	77	92	3	5	0	0	0	NA	27.7	92.6
SPJC	205	86	3	3	0	7	1	93.9	38.9	95.0
TCC	398	95	0	5	0	0	0	91.6	18.9	94.1
VCC	216	90	5	1	0	4	0	94.2	17.3	96.0

Note: [1]Based on total number of 12th graders in the project. N/A = project served no 12th graders.

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POSTSECONDARY EDUCATION PLANNING COMMISSION

TABLE 4

COMPARATIVE ANALYSIS WITH RANDOM SAMPLE [1]
1992-93 CROP COHORT

	CROP n = 3,949	RANDOM SAMPLE n= 5,039
• Average annual GPA of 9th-12th graders	2.01	1.98
• Average number of days absent	N/A	N/A
• Percentage with at least one instance of in- or out-of-school suspensions during the 1992-93 academic year	22.6%	20.3%
• Percentage academically promoted	94.9%	94.3%

	CROP n=284	ALL 10TH GRADERS n=102,000
• Percentage of 10th graders in upper in two quartiles on GTAT:[2]		
Reading comprehension	36%	47%
Mathematics	46%	52%

	CROP n=681	RANDOM SAMPLE n=553
• Percentage of 12th graders receiving standard diploma	92.7%	78.3%

	CROP n=681	RANDOM SAMPLE n=553
• Percentage of 12th graders who met minimum SUS course-taking requirements in:[3]		
Math (at least 3 courses at Level II or III)	2.5%	3.3%
Science (at least 3 courses at Level II or III)	2.1%	4.0%
Foreign Language (at least 1 course in second year of a foreign language)	13.2%	8.5%
All three areas	0.0%	0.5%

[1] The Random Sample represents 5,039 students in grades 6 through 12 during academic year 1992-93.
[2] GTAT - Grade Ten Achievement Test. These data are statewide results of testtakers in April 1993.
[3] For admission to the State University System, applicants must have completed at least 3 math Level II courses, 3 science Level II courses, and 2 courses in the same foreign language

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POSTSECONDARY EDUCATION PLANNING COMMISSION

TABLE 5

RESULTS OF ANALYSIS OF ENTRY-LEVEL TEST RESULTS
1992-93 COHORT

	CROP GRADUATES[1]							HIGH SCHOOL GRADUATES[2]						
	Total	White	Black	Hispanic	Asian	Native American	Other	Total	White	Black	Hispanic	Asian	Native American	Other
Number of FTIC Takers	302	6	257	21	17	1	0	34,680	21,456	5,854	5,995	1,225	94	17
Readiness (percent):														
Math	58.6	66.6	61.5	57.1	76.5	100.0	0	70.7	77.0	53.5	61.5	86.1	67.0	70.7
Writing	67.0	66.6	69.6	71.4	94.1	100.0	0	77.5	85.8	57.9	66.6	78.3	78.7	77.5
Reading	66.4	83.3	70.0	57.1	88.2	100.0	0	77.5	87.2	56.3	63.8	76.5	72.3	50.0
All	49.0	50.0	48.2	38.1	70.6	100.0	0	58.4	68.4	35.5	43.6	65.4	47.9	37.5

Sources: ***Readiness for College***, Office of Postsecondary Education Coordination, Department of Education, the State University System and the Community College System.

Notes: Data include only FTIC students who took all entry-level tests for both the CROP group and the high school graduates.

[1]1992-93 College Reach-Out 12th graders were matched against academic year 1993-94 student databases in the State University System and the Community College System.
[2]Data were taken from Readiness for College Report, February 1994.

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POSTSECONDARY EDUCATION PLANNING COMMISSION

TABLE 6
RESULTS OF FETPIP TRACKING OF 12TH GRADERS
1992-93 COHORT

	CROP GRADUATES[a]						1992-93 HIGH SCHOOL GRADUATES					
	Total N=887	White N=26	Black N=733	Hispanic N=90	Asian N=24	Native American N=8	Total N=84,152	White N=54,146	Black N=17,312	Hispanic N=10,438	Asian N=2,110	Native American N=146
Continuing Education Total	486	73.1%	53.1%	61.1%	79.2%	0%	39,900	49.9%	37.2%	49.2%	63.6%	43.2%
DPS	62	3.8%	6.5%	14.4%	0%	0%	2,091	2.3%	3.1%	2.5%	1.9%	2.1%
CCS	187	50.0%	18.6%	27.8%	41.7%	0%	23,979	30.1%	19.8%	34.1%	30.2%	24.7%
SUS	212	19.2%	24.6%	18.9%	37.5%	0%	11,615	15.0%	17.9%	10.1%	27.8%	11.6%
Private	24	0%	3.3%	0%	0%	0%	2,186	2.3%	3.4%	2.4%	3.6%	4.8%
Employed Only	112	11.5%	12.7%	13.3%	4.2%	12.5%	44,682	55.5%	44.5%	57.4%	41.7%	50.7%
Military	15	0%	1.9%	1.1%	0%	0%	2,899	3.6%	3.8%	2.2%	2.4%	1.4%
Not Found	275	15.4%	22.5%	24.4%	17.7%	75.0%	20,899	21.7%	32.2%	21.2%	20.8%	30.8%
Employed and Continuing Education	236	57.7%	24.4%	34.4%	37.5%	0%	22,925	20.4%	17.4%	30.3%	28.2%	26.0%

Notes [a]All 12th graders in the 1992-93 CROP cohort were matched against selected FETPIP databases, including Fall 1993 enrollment in community colleges and Summer 1993, Fall 1993, and Winter 1994 enrollment in public universities. Private universities data are based on recipients of Tuition Voucher attending Fall and/or Winter 1993-94.
[b]Total frequency shows total number of graduates reported.

Source Florida Education and Training Placement Information Program.

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POSTSECONDARY EDUCATION PLANNING COMMISSION
TABLE 7
DEMOGRAPHIC OVERVIEW OF COHORTS

	1990-91 CROP Cohort		1991-92 CROP Cohort		1992-93 CROP Cohort	
TOTAL IN COHORT	3,994		4,779		5,146	
ETHNICITY	Students reporting ethnicity	% of students reporting ethnicity	Students reporting ethnicity	% of students reporting ethnicity	Students reporting ethnicity	% of students reporting ethnicity
TOTAL	3606	100.0	4,725	100.0	5,143	100.0
• BLACK	2977	82.6	3,972	84.1	4,308	83.8
• HISPANIC	275	7.6	287	6.1	259	5.1
• WHITE	277	7.7	402	8.5	412	8.0
• NATIVE AMERICAN	1	0.0	5	0.1	69	1.3
• ASIAN	54	1.5	50	1.0	84	1.6
• OTHER	22	0.6	9	0.2	11	0.2
GENDER	Students reporting gender	% of students reporting gender	Students reporting gender	% of students reporting gender	Students reporting gender	% of students reporting gender
TOTAL	3,618	100.0	4,773	100.0	5,140	100.0
• FEMALE	2,388	66.0	2,999	62.8	3,222	62.7
• MALE	1,230	34.0	1,774	37.2	1,918	37.3
GRADE LEVEL	Students reporting grade level	% of students reporting grade level	Students reporting grade level	% of students reporting grade level	Students reporting grade level	% of students reporting grade level
TOTAL	3,797	100.0	4,718	100.0	5,020	100.0
• 6TH	295	7.8	256	5.4	391	7.8
• 7TH	398	10.5	646	13.7	628	12.4
• 8TH	726	19.1	638	13.5	855	17.0
• 9TH	464	12.2	652	13.8	647	12.9
• 10TH	402	10.6	693	14.7	667	13.3
• 11TH	601	15.8	924	19.6	937	18.7
• 12TH	859	22.6	772	16.4	892	17.8
• OTHER GRADE LEVEL	52	1.4	137	2.9	3	0.1

Notes: 1. Duplicated and unknown data for all factors were omitted from these analyses.
2. Tables do not include data from line item funded projects.

Sources: College Reach-Out Program annual reports, 1990-91 through 1992-93.

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TABLE 8

INITIAL YEAR OF COHORT PARTICIPANTS[1]

	1990-91 Cohort		1991-92 Cohort[2]		1992-93 Cohort	
TOTAL IN COHORT	3,994		4,779		5,146	
YEARS IN CROP	Students reporting initial year	% of students reporting initial year	Students reporting initial year	% of students reporting initial year	Students reporting initial year	% of students reporting initial year
TOTAL	3,862	100%	4,470	100%	5,137	
• INITIAL YEAR PRIOR TO 1990-91	552	14%	408	9%	301	5.9%
• INITIAL YEAR 1990-91	3,309	86%	915	21%	612	11.9%
• INITIAL YEAR 1991-92	-----	-----	3,147	70%	1,073	20.9%
• INITIAL YEAR 1992-93	-----	------	------	-------	3,151	61.3%

Notes:
1. Data were compiled from project summary rosters. Duplicated and unknown data for all factors were omitted from these analyses.
2. Table includes data only from line-item funded project at Florida State University.
3. Percentages may not add to 100% due to rounding.

Sources: College Reach-Out Program annual reports, 1990-91 through 1992-93.

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POSTSECONDARY EDUCATION PLANNING COMMISSION

TABLE 9

ANNUAL LEGISLATIVE APPROPRIATIONS
1983-84 THROUGH 1989-90(a)

CROP FUNDING FOR ALL PROJECTS						
1983-84	1984-85	1985-86	1986-87	1987-88	1988-89	1989-90
$320,000	$270,000	$370,000	$370,000	$562,500	$812,500	$1,200,500(b)

UNIVERSITY FUNDING							
	1983-84	1984-85	1985-86	1986-87	1987-88	1988-89	1989-90
FAMU	-	$8,756	$30,000	$10,036	$10,145	$16,119	$166,980(c)
FAU	-	7,770	7,246	10,036	11,067	22,478	91,262(c)
FIU	-	8,756	9,493	10,036	32,500	28,623	-0-
FSU	-	8,754	9,493	17,707	-0-	28,624	28,100
UCF	$80,000	8,756	9,493	10,036	20,160	28,624	150,433(c)
UF	-	8,756	9,438	10,036	14,625	22,500	-0-
UNF	-	8,756	8,769	10,008	10,155	18,929	-0-
USF	$80,000	20,000	9,493	10,036	20,160	28,624	170,490(c)
UWF	-	8,756	7,976	10,036	20,159	24,646	-0-
F.I.Ed at UNF	-	-	-	10,036	19,725	20,416	-0-
TOTALS	$160,000	$89,060	$101,401	$108,003	$158,696	$239,583	$607,265

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TABLE 9 (p.2)

COMMUNITY COLLEGE FUNDING							
	1983-84	1984-85	1985-86	1986-87	1987-88	1988-89	1989-90
Brevard	-	$8,756	$30,000	$10,036	$17,127	$22,500	-0-
Broward	-	8,756	7,120	10,036	20,159	22,070	-0-
Central Florida	-	-0-	-0-	-0-	14,625	28,624	40,114
Chipola	-	8,756	9,493	10,036	14,625	22,500	-0-
Daytona Beach	-	7,442	-0-	-0-	20,159	28,624	-0-
Edison	-	3,540	11,283	7,263	8,348	9,734	-0-
Florida at Jacksonville	$80,000	-0-	9,493	10,036	20,159	24,750	40,114
Florida Keys	-	2,938	4,242	4,498	2,623	10,737	-0-
Gulf Coast	-	-0-	8,648	7,684	8,648	9,404	(d)
Hillsborough	-	-0-	9,488	10,036	20,159	28,624	-0-
Indian River	-	8,756	9,493	10,036	14,625	22,500	(d)
Lake City	-	5,560	7,797	3,763	9,665	24,750	-0-
Lake-Sumter	-	8,756	3,639	10,036	14,625	24,750	(d)
Manatee	-	-0-	8,962	10,036	11,330	10,750	-0-
Miami-Dade	$80,000	20,000	9,493	20,000	14,625	24,750	-0-
North Florida	-	8,756	9,493	10,036	17,127	18,900	-0-
Okaloosa-Walton	-	-0-	-0-	10,036	14,625	22,500	-0-
Palm Beach	-	8,756	6,259	9,926	13,947	17,693	-0-
Pasco-Hernando	-	-0-	5,450	3,287	8,302	9,225	-0-
Pensacola	-	8,756	6,683	10,036	13,038	21,946	-0-
Polk	-	8,755	5,285	-0-	-0-	-0-	-0-
St. Johns River	-	2,846	4,219	-0-	-0-	-0-	-0-
St. Petersburg	-	8,546	9,337	10,036	17,127	22,500	(d)
Santa Fe	-	-0-	9,493	10,036	17,127	28,624	-0-
Seminole	-	-0-	9,243	10,036	16,600	22,688	-0-

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TABLE 9 (p.3)

	1983-84	1984-85	1985-86	1986-87	1987-88	1988-89	1989-90
South Florida	-	8,755	9,493	10,036	14,625	15,400	-0-
Tallahassee	-	8,755	9,493	10,036	20,159	24,750	(d)
Valencia	-	8,755	30,000	20,000	14,625	28,624	(d)
TOTALS	$160,000	$155,940	$243,599	$236,997	$378,804	$547,917	$80,228

LINE-ITEM FUNDED PROJECTS							
	1983-84	1984-85	1985-86	1986-87	1987-88	1988-89	1989-90
Florida Indian Youth Program	-	$25,000	$25,000	$25,000	$25,000	$25,000	25,000
FSU	-	-	-	-	-	-	288,000
FAMU • Ret. of Minorities in Engineering • Black Male Explorer • Career Exploration	-	-	-	-	-	-	200,000
TOTALS	-0-	$25,000	$25,000	$25,000	$25,000	$25,000	$513,000

Notes: (a)All figures rounded to nearest dollar.
(b)A $7 shortfall occurred in 1989-90 when funds were reappropriated midyear.
(c)1989-90 university totals represent consortium funding.
(d)1989-90 totals for these community colleges are represented in the consortium totals under universities.

Source: Office of Postsecondary Education Coordination, 1992.

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POSTSECONDARY EDUCATION PLANNING COMMISSION

TABLE 9A

ANNUAL LEGISLATIVE APPROPRIATIONS 1990-91 THROUGH 1992-93(a)

CROP FUNDING FOR ALL PROJECTS		
1990-91	1991-92	1992-93
$1,765,969	$1,783,327	$1,697,455

UNIVERSITY FUNDING			
	1990-91	1991-92	1992-93
FAMU • TRIO • Engineering	$70,685	$58,469	$66,816 36,960
FAU	45,012	32,410	57,541
FIU	96,607	67,800	85,000
FSU	-0-	-0-	85,871
UCF	75,110	77,196	91,795
UF	-0-	-0-	14,055
UNF	30,340	27,323	28,510
USF	50,000	77,869	58,574
UWF	-0-	-0-	101,306
TOTALS	$367,754	$341,067	$626,428

TABLE 9A (p.2)

COMMUNITY COLLEGE FUNDING			
	1990-91	1991-92	1992-93
Brevard	-0-	-0-	-0-
Broward	43,100	31,137	46,718
Central Florida	64,590	68,348	52,597
Chipola	31,868	18,287	30,308
Daytona Beach	-0-	-0-	-0-
Edison	42,980	46,791	-0-
Florida at Jacksonville	41,318	63,783	91,156
Florida Keys	-0-	-0-	-0-
Gulf Coast	37,370	34,797	47,919
Hillsborough	28,166	35,599	41,014
Indian River	72,070	52,259	87,108
Lake City	32,000	22,577	23,022
Lake-Sumter	33,335	26,998	43,023
Manatee	-0-	-0-	33,734
Miami-Dade	113,075	79,207	85,000
North Florida	-0-	-0-	-0-
Okaloosa-Walton	-0-	-0-	5,200
Palm Beach	-0-	54,277	52,299
Pasco-Hernando	-0-	19,974	23,613
Pensacola	-0-	-0-	31,443
Polk	-0-	9,466(b)	13,565(b)
St. Johns River	22,563	16,713	16,083
St. Petersburg	95,008	63,073	61,013
Santa Fe	-0-	-0-	46,171
Seminole	-0-	-0-	-0-

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TABLE 9A (p.3)

	1990-91	1991-92	1992-93
South Florida	-0-	-0-	-0-
Tallahassee	94,160	67,654	82,293
Valencia	43,612	53,427	79,298
TOTALS	$795,215	$764,367	$992,577

OTHER PROJECTS			
	1990-91	1991-92	1992-93
Florida Indian Youth Program	-0-	-0-	$28,450

LINE-ITEM FUNDED PROJECTS			
	1990-91	1991-92	1992-93
Florida Indian Youth Program	$25,000	$27,903	-0-
FSU	288,000	301,640	-0-
FAMU • Rct. of Minorities in Engineering • Black Male Exploration • Career Exploration	290,000	 94,707 124,678 94,707	-0-
TOTALS	$603,000	$643,635	$0

EVALUATION AND DISSEMINATION		
1990-91	1991-92	1992-93
-	$34,258(c)	$50,000

Notes: (a)All figures rounded to nearest dollar.
(b)1991-93 funding for Rollins College is included in the Polk Community College allocation.
(c)Funds reserved for evaluation and dissemination in 1991-92 amounted to $34,500 minus a 0.7% appropriation cut.

Source: Office of Postsecondary Education Coordination, 1993.

Appendix D

GUIDELINES FOR IDENTIFYING ECONOMICALLY AND ACADEMICALLY DISADVANTAGED YOUTH

POSTSECONDARY EDUCATION PLANNING COMMISSION

GUIDELINES FOR IDENTIFYING ECONOMICALLY AND ACADEMICALLY DISADVANTAGED YOUTH FOR INITIAL PARTICIPATION IN THE COLLEGE REACH-OUT PROGRAM

Economic Guidelines

- Family's taxable income did not exceed 150% of the poverty level in the calendar year preceding the year in which the individual will participate in the project.
- Family received Aid to Families with Dependent Children (AFDC) in the year preceding the year in which the individual will participate in the project.
- Family received public assistance in the year preceding the year in which the individual will participate in the project.

Academic Guidelines

- First-generation-in-college student (i.e., neither of the student's parents received a baccalaureate degree).
- Cumulative grade point average (GPA) of 2.50 or below in the preceding school year.
- No mathematics courses at Level II or Level III in grades 9-11 on the academic transcript.
- No science courses at Level II or Level III in grades 9-11 on the academic transcript.
- Grade Ten Assessment Test (GTAT) reading comprehension score in the lower two quartiles.
- Grade Ten Assessment Test (GTAT) mathematics score in the lower two quartiles.
- Not promoted to the next grade level.
- Expelled from school during the preceding school year.
- Absent for more than 25 school days during the preceding school year.
- Participated in a Dropout Prevention Program.